DOCUMENT RESUME

ED 084 290 TM 003 298

AUTHOR Wright, E.; And Others
TITLE Survey of Secondary School Teachers' Perceptions of School and Education.
INSTITUTION North York Board of Education, Willowdale (Ontario).
PUB DATE Apr 72
NOTE 82p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Data Analysis; *Questionnaires; Rating Scales; Secondary Grades; *Secondary School Teachers; *Surveys; *Tables (Data); *Teacher Attitudes; Technical Reports

ABSTRACT

A survey of teacher attitudes on the North York staff was conducted. Questionnaires were sent to 20 secondary schools in the borough; this questionnaire was comprised of 36 statements which teachers were asked to agree or disagree with on a 5-point scale, 3 questions about their teaching experience, and 3 open-ended questions asking for comments about their schools. Responses to the closed-ended questions were tabulated by computer; responses to the open-ended section were coded and tabulated in the Department of Education Research Services. A total of 79% of the teaching staff in North York participated in the survey. Results are given in tabular form. (CK)

ED 084290
TM 003 298

NORTH YORK BOARD OF EDUCATION

RESEARCH REPORT

SURVEY OF SECONDARY SCHOOL TEACHERS' PERCEPTIONS OF SCHOOL AND EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Report Prepared for the Ad Hoc Committee Respecting Student Matters

by

E. Wright A.E. Virgin J.E. Griffiths

April, 1972

FILMED FROM BEST AVAILABLE COPY

TABLE OF CONTENTS

	Page Number
INTRODUCTION	1
PROCEDURE	
Sample	2
Administration	2
Data Analysis	2
Response	3
Organization of Report	5
RESULTS	
Results by Number of Years Teaching	7
Responses to Open-Ended Questions	9
Students	14
Teaching	29
School in General	39
Evaluation	47
Administration	54
Colleagues	61
Other Duties	67
APPENDIX	75

INTRODUCTION

This report on the attitudes of North York's Teaching Staff is the second of a series of related surveys to be conducted in North York during 1971-72. The first resulted in a report entitled "Survey of Secondary School Students' Perceptions of School and Education". A forthcoming third survey will present parent attitudes.

This survey was authorized by the Board at the recommendation of the Ad Hoc Committee Respecting Student Matters. The committee selected the items to be included in the questionnaire for teachers, and agreed that all teachers, department heads and assistant department heads in the Secondary Schools in North York should be asked to participate in the survey.

PROCEDURE

Sample

With the co-operation of the OSSTF District President all Branch Presidents of the OSSTF were notified of the survey and asked to distribute and collect questionnaires to OSSTF members on staff at their schools. Those who were asked to participate included all teaching staff, guidance heads and librarians, as well as Department Heads and Assistant Department Heads. School principals were informed of the survey by the Superintendent of Student Services and asked to co-operate by ensuring that the Branch Presidents received the questionnaires.

Administration

On Monday, January 31, 1972 blank questionnaires were sent to the Branch Presidents in each of the twenty Secondary Schools in the Borough. A covering letter (see Appendix) from the Superintendent of Student Services was attached to each questionnaire, explaining the purpose of the survey and asking staff to participate. Branch Presidents were assured that the results would be reported on a group basis and that no individual school or respondent would be identified. A code number, selected from the Table of Random Numbers was assigned to each school. To ensure anonymity the Presidents were requested

> "... to carefully advise your staff not to put any indication of their school on any of the responses. For identification purposes your school will be referred to by the number found at the bottom of this sheet. Please put this number on all of the material that you return".

Branch Presidents were asked to return all completed questionnaires to Educational Research Services by February 11, 1972.

Data Analysis

The questionnaire was comprised of 36 statements which teachers were asked to agree or disagree with on a 5 point scale, 3 questions about their teaching

experience, and 3 open-ended questions asking for comments about their schools. The only additional information requested was that they specify their sex and their position. Respondents were also given the opportunity to make other comments or suggestions if they wished.

In order to tabulate the teachers' responses to the closed-ended questions by computer, it was necessary to transfer responses made on the questionnaire sheets to mark sense cards. Completed cards were then sent to Computer Services. The analysis which was provided from Computer Services included a break down of the number and percentage of respondents who selected each of the possible choices on a school basis and on a borough-wide basis.

Computer Services also provided a comparison of responses:

1. By Position Held (Teacher, Department Head, Assistant Department Head),

2. By Number of Years Teaching (Less than 1, 1 to 5 inclusive, 6 to 10 inclusive, Over 11),

3 By Number of Years Teaching in this School (Less than 1, 1 to 5 inclusive, 6 to 10 inclusive, Over 11),

4. By Number of Years Teaching in North York Schools (Less than 1, 1 to 5 inclusive, 6 to 10 inclusive, over 11).

Responses given in the open-ended section of the questionnaire were coded and tabulated in the Department of Educational Research Services.

School Code Numbers (see reference Page 2) were changed to letters which correspond to the letters used in the report on students' attitudes. That is, school code letters are constant in the two reports.

Response

79% of the teaching staff in North York participated in the survey by completing the questionnaire. In three schools however, the response rate fell to well below this figure.

The following table shows the percent returns from each school. This was calculated by dividing the total number of teachers in each school by the number of questionnaires received from that school.

School Code Letter	Response %
A *	39
B	82
C	91
D	87
E	87
F	83
G	85
H	90
I	75
J	77
K	100
L	100
M	97
N	76
O *	57
P	75
Q	83
R	82
S *	58
T	89
Total (numbers) 20	(1261)

* Responses from these schools may not be representative of the attitudes of the total staff of the school.

62% of all respondents were male, 34% female. The response rate by position held is shown in the following table.

RESPONSE RATE BY POSITION HELD

	#	%
Teacher	(841)	67
Department Head	(274)	22
Assist. Department Head	(119)	9
No Answer	(27)	2
Total Respondents	(1261)	100

Organization of the Report

Related items on the questionnaire have been grouped in this report under the following headings:

1. Students
2. Teaching
3. School in General
4. Evaluation
5. Administration and Principal
6. Colleagues
7. Other (non-teaching) Duties

Comments made by respondents to the three open-ended questions covered all the above topics. Each section of the report contains a brief description of the comments offered by teachers in the open-ended section, about that topic, as well as analysis of results of closed ended items. The responses to the agree-disagree statements are reported in percentages for teachers, Department Heads and Assistant Department Heads and for North York as a whole. Shown graphically are the results by school. Here, the agreement (calculated by adding the number of respondents from each school who checked "strongly agree" and "agree") for the item, is shown for each individual school in a bar graph. Average agreement for North York is shown by the horizontal line across the graph.

RESULTS

RESULTS BY NUMBER OF YEARS TEACHING

As noted earlier, respondents were asked to provide information about the number of years they had been teaching. The composition of the sample by experience is shown in the following three tables.

NUMBER OF YEARS TEACHING

	Percent
Less than 1	6
1 to 5 inclusive	36
6 to 10 inclusive	32
Over 11	24

NUMBER OF YEARS TEACHING IN THIS SCHOOL

	Percent
Less than 1	16
1 to 5 inclusive	58
6 to 10 inclusive	21
Over 11	4

NUMBER OF YEARS TEACHING IN NORTH YORK SCHOOLS

	Percent
Less than 1	11
1 to 5 inclusive	52
6 to 10 inclusive	27
Over 11	10

A comparison of the results from these three groups revealed no major differences in responses on the basis of where respondents had gained teaching experience. In other words, the pattern of responses from the teachers who comprised these three groups were very similar. Looking at length of experience alone as a factor, several minor differences in responses emerged. The differences which did appear, showed up in one of two ways: 1. either responses from teachers who had been teaching less than one year differed somewhat from those of more seasoned teachers, or 2. responses from those who had taught over eleven years tended to be slightly different from those in the other groups (those teaching less than one year, one to 5 years, or six to ten years).

Looking at category 1, the item,

> The amount of clerical work I am expected to do interferes with my function as a teacher.

was agreed to by half (49%) of the new teachers, whereas roughly two-thirds (68%) of the more experienced teachers agreed. New teachers also responded differently to the item,

> Students expect to be 'spoonfed' by teachers.

Here, 80% of the respondents who had taught less than one year agreed with this statement, as compared to 64% of the older teachers who agreed.

In the second category, more respondents who had taught for at least eleven years disagreed with the statement,

> I enjoy working with student organizations, clubs, and societies as much as teaching.

Here the difference showed up most strongly when the responses were grouped by "Number of Years Teaching in this School". 60% of the eleven-years-or-more teachers disagreed, where as only 34% of the less experienced teachers disagreed.

The grouping by "Number of Years Teaching in this School" produced several other variations in response. For example, agreement with the statement,

I question the need for so many administrators in this school system.

increased as the number of years teaching increased, (62% agreement from one-year-or-less teachers, in contrast to 84% agreement from teachers with eleven years or more experience in their schools). Agreement with the statement,

There is too much emphasis on marks in this school.

decreased with the number of years experience in the school, that is, 38% of the new teachers to the school agreed, whereas only 14% of the most experienced teachers agreed.

As mentioned earlier these differences in response patterns were minor and occurred seldom. As might be expected, however, teachers with one year's teaching experience or less in their schools were more unwilling to make judgments about their colleagues, permissiveness and standards. In these cases, the "no opinion" and no answer response from the novice teachers was somewhat higher than from the experienced teachers. On the other hand such statements as,

Students who hold unusual or unpopular views should be permitted to voice them.

and

As a teacher I feel free to socialize with students outside of school.

produced slightly more "no opinion"/no answer responses from teachers with eleven years or more experience.

RESPONSES TO OPEN-ENDED QUESTIONS

Comments provided by respondents to the open-ended questions covered a wide range of topics. Most comments were directly related to the broad issues (see page 5) queried in the closed-ended section of the questionnaire. It should be noted, however, that some of the comments tended to go beyond the issues raised by the specific agree-disagree statements. The following three tables summarize the responses to the three open-ended questions. A more detailed analysis of these categories will be provided in each separate section of the report. For example, remarks made about students will be found in the section entitled "Comments about Students".

I AM HAPPY IN THIS SCHOOL BECAUSE

Response	Per Cent Making Response
Re.staff/colleagues - co-operative, good spirit, compatible, etc.	20
Re.students - friendly, eager to learn, polite.	19
Good administration, referring to principal or vice-principal.	17
Freedom, flexibility, able to innovate/experiment	15
General comments about atmosphere/standards/ lack of pressure/good school in general.	13
Staff-student relations good.	11
Reference to working conditions/physical layout/ facilities,size.	5
Reference to department head.	5
Re.discipline	2
Other	3
No answer	33
BASE (number of respondents)	(1261)

QUESTION: IN ORDER OF PRIORITY THE FOLLOWING ARE MY THREE MAJOR CONCERNS REGARDING THIS SCHOOL.

Response	Per Cent Making Response
Criticisms of school administration - lack of communication/arbitrary decisions.	15
Discipline/permissiveness/behaviour-tighten-up	14
Educational standards criticized.	12
Re.student development- doing a good job teaching, making students aware.	12
Re.pupil-teacher ratio, class size, budget cuts.	10
Student apathy/lack of interest/those who won't try.	9
Heavy workload/no time/too much clerical work/ need assistants.	8
Re.curriculum/courses/credit system.	7
Lack of resources/equipment/books/supplies/space, etc.	6
Absenteeism - too high a rate.	6
Criticisms of other teachers/department heads.	6
Staff morale/school spirit.	5
Other	7
No Answer	35
BASE (number of respondents)	(1261)

IF I WERE GIVEN THE OPPORTUNITY TO MAKE CHANGE

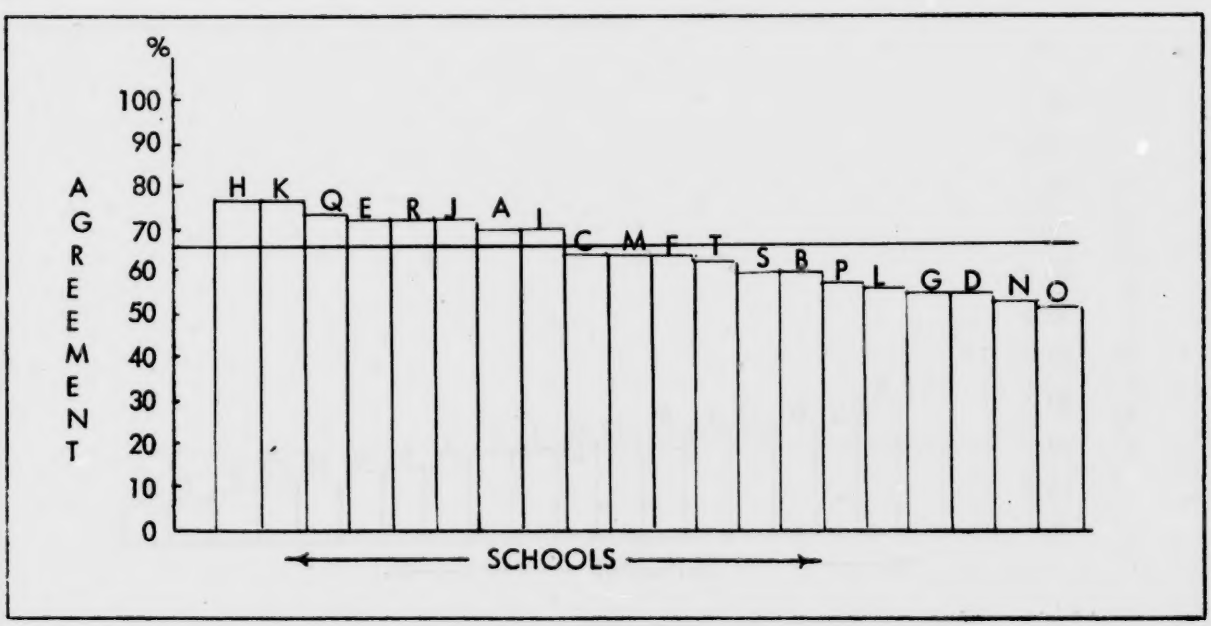
Response	Per Cent Making Response
Re.standards of education - should be kept up, get rid of students who make no effort/too many mickey-mouse courses.	10
Re.administration (principal) - fire/change/ replace, criticisms about, derogatory comments.	9
Re.discipline/behaviour - tighten up, higher standards in dress, etc.	7
Criticisms of courses - more flexible, freer nothing compulsory, more extracurricular.	5
Re.workload - teacher assistants necessary, less clerical work.	5
Complaints about colleagues, department heads, vice-principals.	5
Better facilities/materials/resources/place to work.	5
Complaints about timetabling - longer periods, more flexible.	5
Give students more freedom to express ideas.	5
Attendance - stricter rules.	4
Other	9
No Answer	45
BASE (number of respondents)	(1261)

There was one final section in the questionnaire where respondents were invited to share other views if they wished, ("If you have additional comments please note them below"). Fourteen percent of the respondents took advantage of this opportunity. Nearly one-third (roughly 60 people) of those who wrote anything in this section, commented on the survey itself, the questionnaire and the items included in it. Most of those who wrote about the survey (a small minority in terms of the total sample) had something derogatory to say about it; either they felt the items were poorly worded, ambiguous and irrelevant, or, they commented that surveys in general, and this one in particular, are useless. Fewer still wrote that the survey was a good idea and asked that the results be disseminated. Keeping in mind the very small numbers of respondents who wrote anything in this section, it is interesting to note that a few wrote critically about North York's administrative staff and Trustees. Another very small number of these respondents (roughly 3% of the total sample) wrote in general terms about their concerns for education today.

STUDENTS

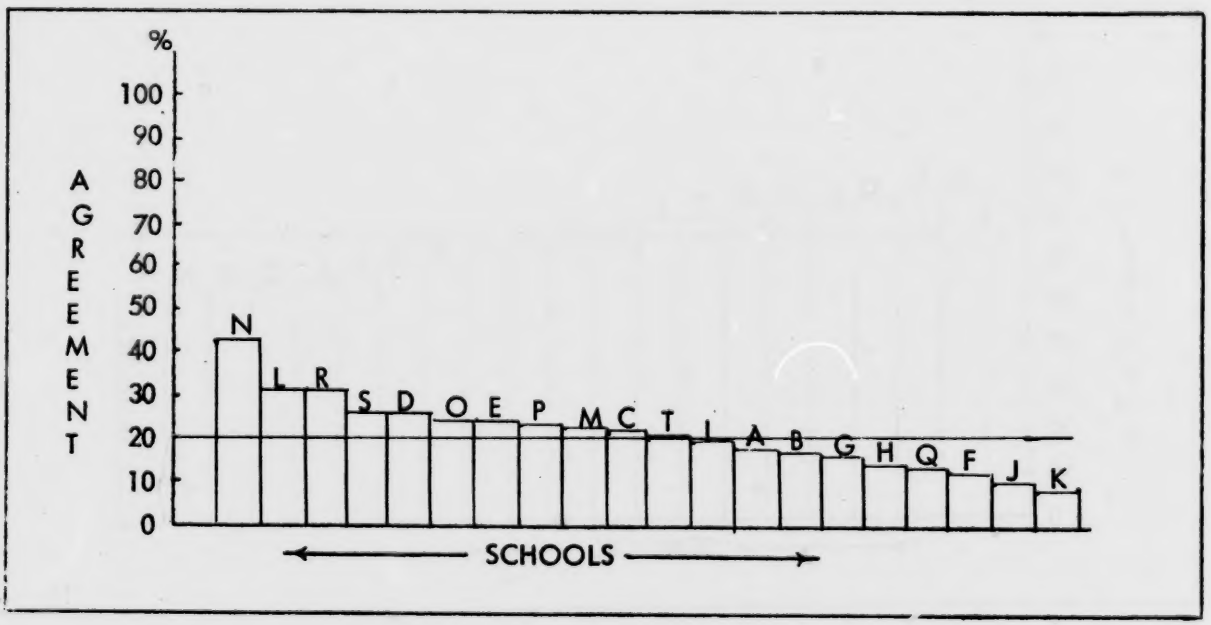
STUDENTS EXPECT TO BE "SPOONFED" BY TEACHERS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	14	12	13	14
Agree	55	46	50	52
Disagree	23	29	31	25
Strongly Disagree	3	5	1	3
No Opinion/No Answer	4	7	6	5
BASE (number of respondents)	(841)	(274)	(100)	(1261)



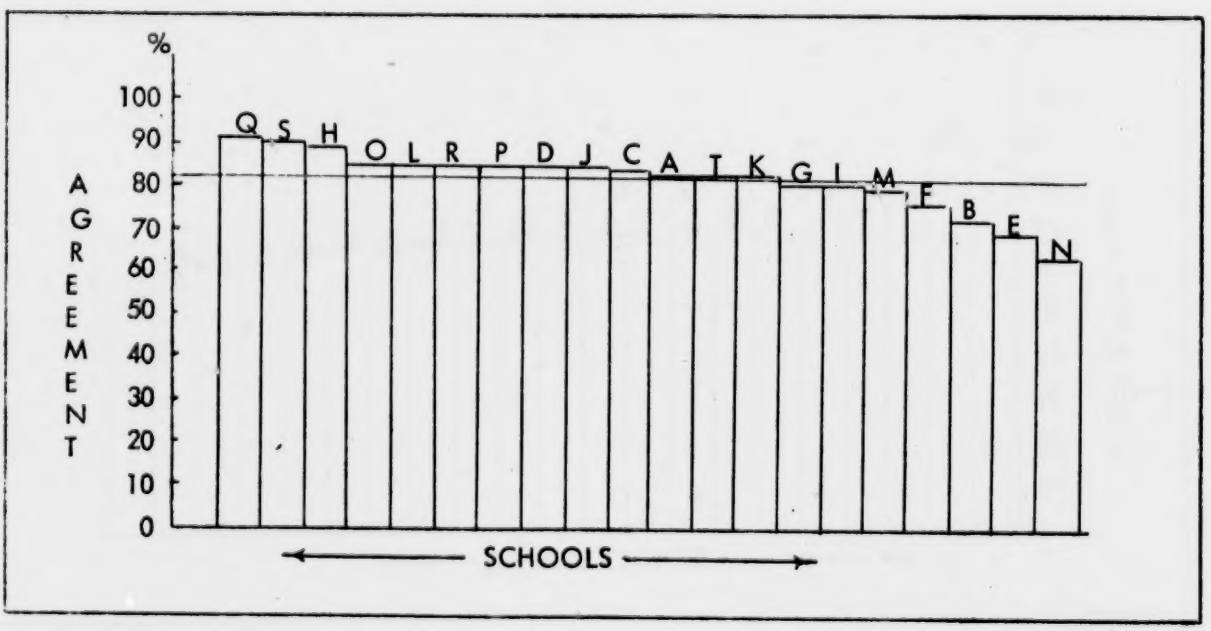
MOST STUDENTS ARE QUALIFIED TO WORK MORE INDEPENDENTLY THAN IS NOW PERMITTED

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	4	4	3	4
Agree	18	14	13	16
Disagree	53	51	54	52
Strongly Disagree	21	26	26	22
No Opinion/No Answer	4	4	5	5
BASE (number of respondents)	(841)	(274)	(100)	(1261)



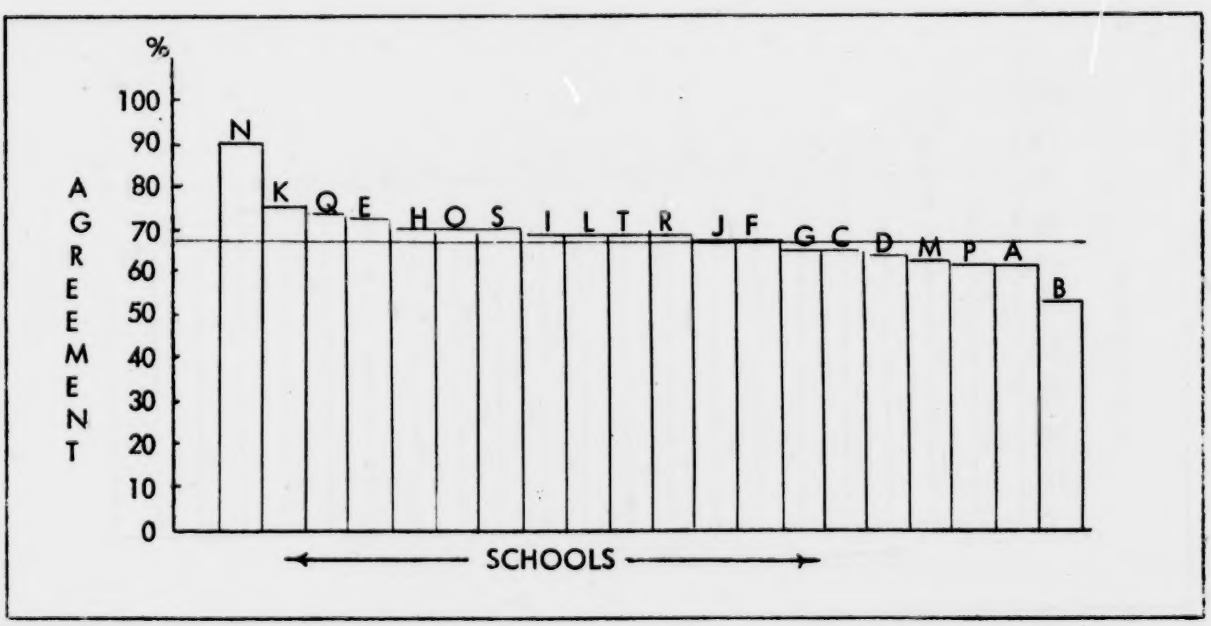
STUDENTS WHO HOLD UNUSUAL OR UNPOPULAR VIEWS SHOULD BE PERMITTED TO VOICE THEM

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	15	11	12	14
Agree	69	69	69	68
Disagree	7	8	9	8
Strongly Disagree	3	3	2	3
No Opinion/No Answer	7	9	8	7
BASE (number of respondents)	(841)	(274)	(100)	(1261)



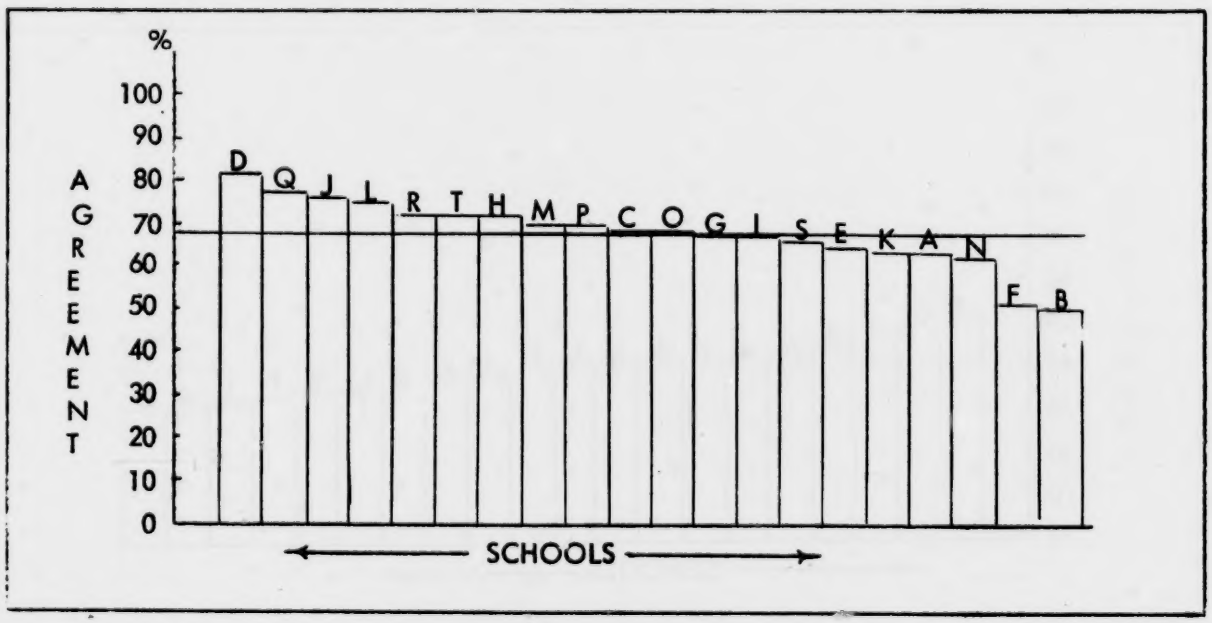
I AM WILLING TO VOICE MY PERSONAL OPINIONS ABOUT CONTROVERSIAL TOPICS TO STUDENTS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	14	14	16	14
Agree	55	53	50	54
Disagree	18	20	22	18
Strongly Disagree	4	3	2	3
No Opinion/No Answer	10	10	11	10
BASE (number of respondents)	(841)	(274)	(100)	(1261)



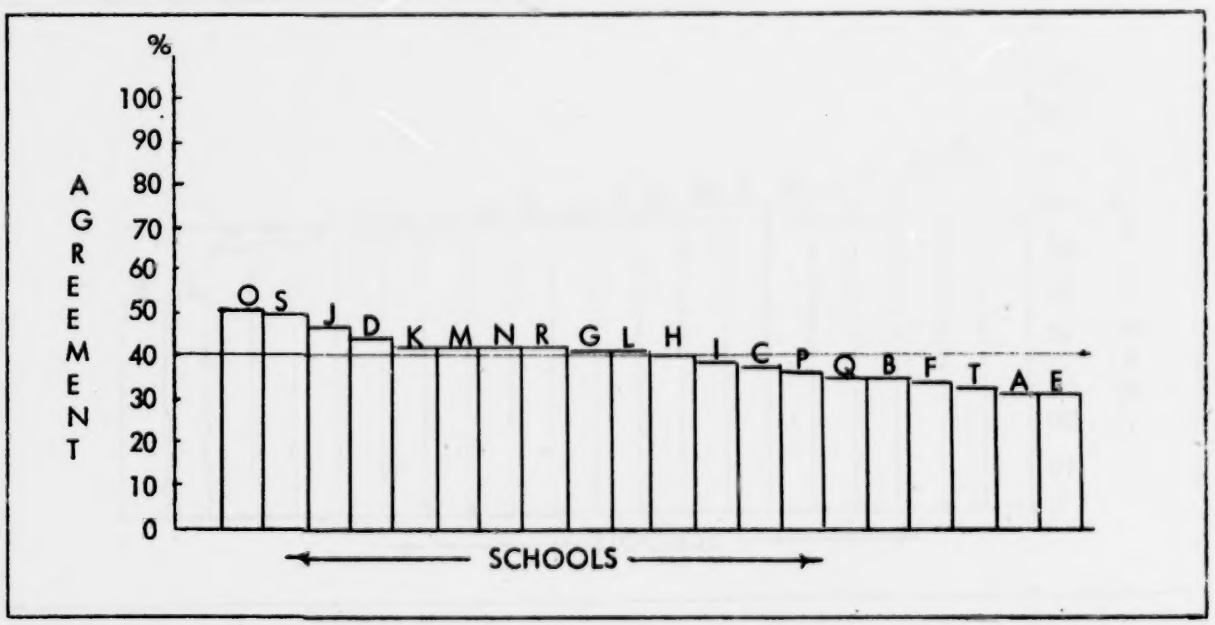
TEACHERS SHOULD MAKE MORE OF AN EFFORT TO RELATE TO THEIR STUDENTS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	14	13	13	14
Agree	56	50	59	55
Disagree	17	24	15	18
Strongly Disagree	2	1	2	2
No Opinion/No Answer	11	12	12	12
BASE (number of respondents)	(841)	(274)	(100)	(1261)



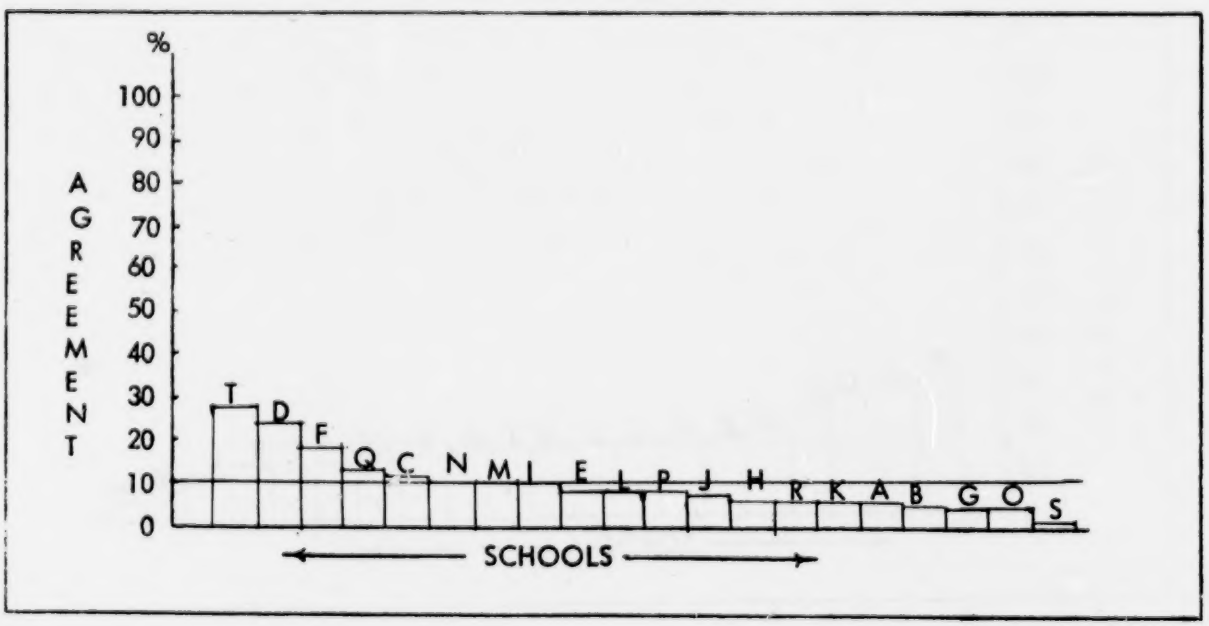
AS A TEACHER I FEEL FREE TO SOCIALIZE WITH STUDENTS OUTSIDE OF SCHOOL

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	5	6	6	5
Agree	35	36	37	35
Disagree	36	31	38	35
Strongly Disagree	14	16	13	14
No Opinion/No Answer	10	12	6	11
BASE (number of respondents)	(841)	(274)	(100)	(1261)



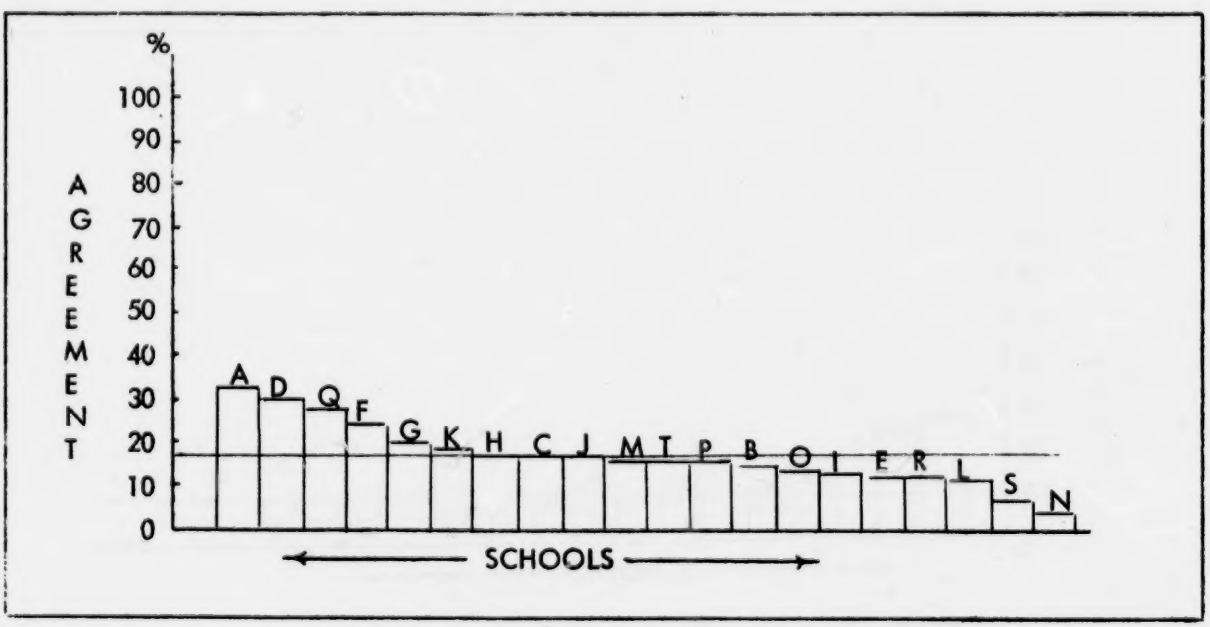
MY STUDENTS ARE DIFFICULT TO UNDERSTAND THESE DAYS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	2	1	1	2
Agree	9	7	5	8
Disagree	64	62	61	63
Strongly Disagree	21	24	29	22
No Opinion/No Answer	5	5	4	5
BASE (number of respondents)	(841)	(274)	(100)	(1261)



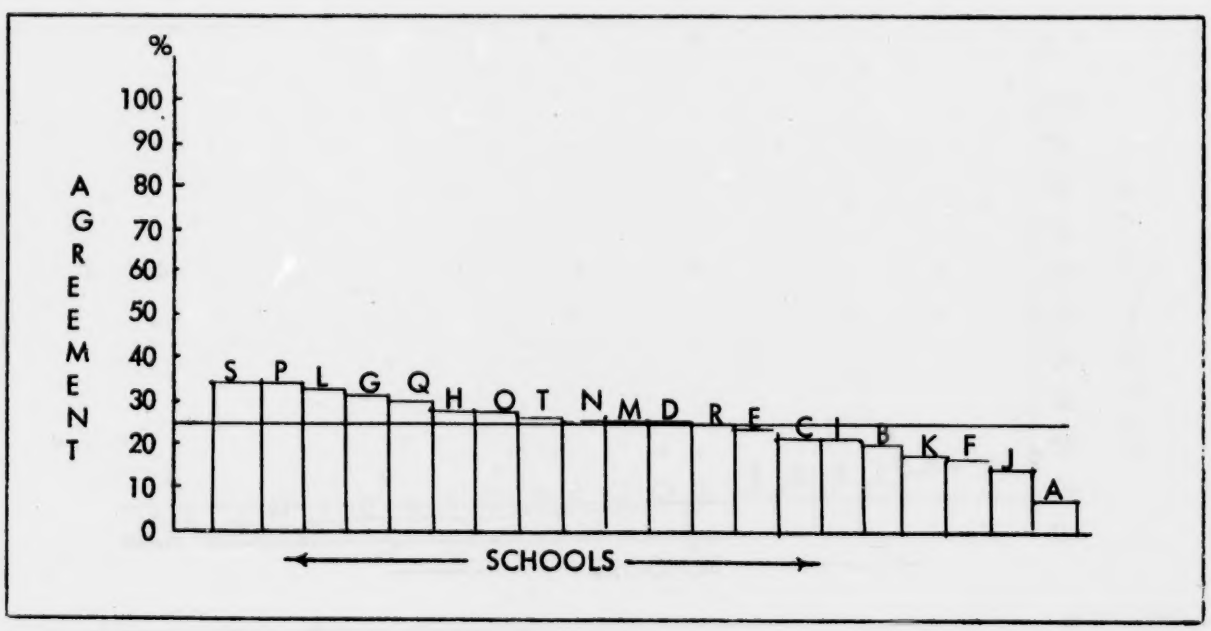
IT IS OF LITTLE CONSEQUENCE TO ME WHETHER OR NOT MY STUDENTS LIKE ME

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	1	4	3	2
Agree	15	19	17	16
Disagree	61	58	63	60
Strongly Disagree	18	13	14	16
No Opinion/No Answer	4	6	4	5
BASE (number of respondents)	(841)	(274)	(100)	(1261)



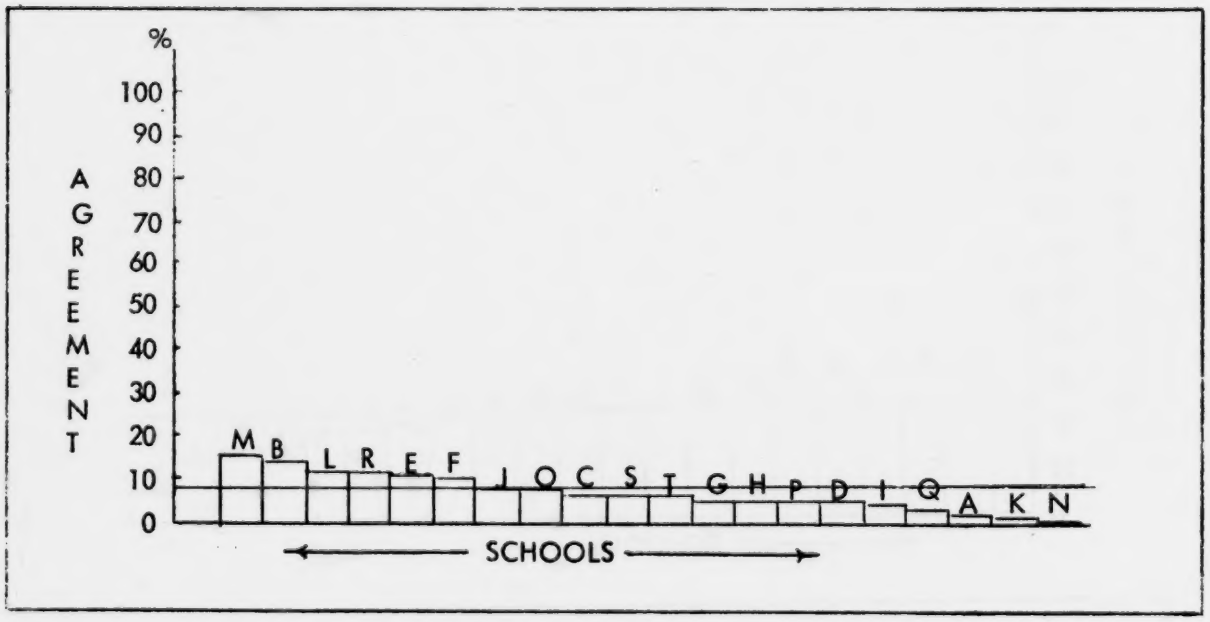
STUDENTS SHOULD HAVE MORE VOICE IN DETERMINING CURRICULA

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	4	4	3	4
Agree	22	18	18	20
Disagree	49	51	49	49
Strongly Disagree	18	26	24	20
No Opinion/No Answer	7	4	6	6
BASE (number of respondents)	(841)	(274)	(100)	(1261)



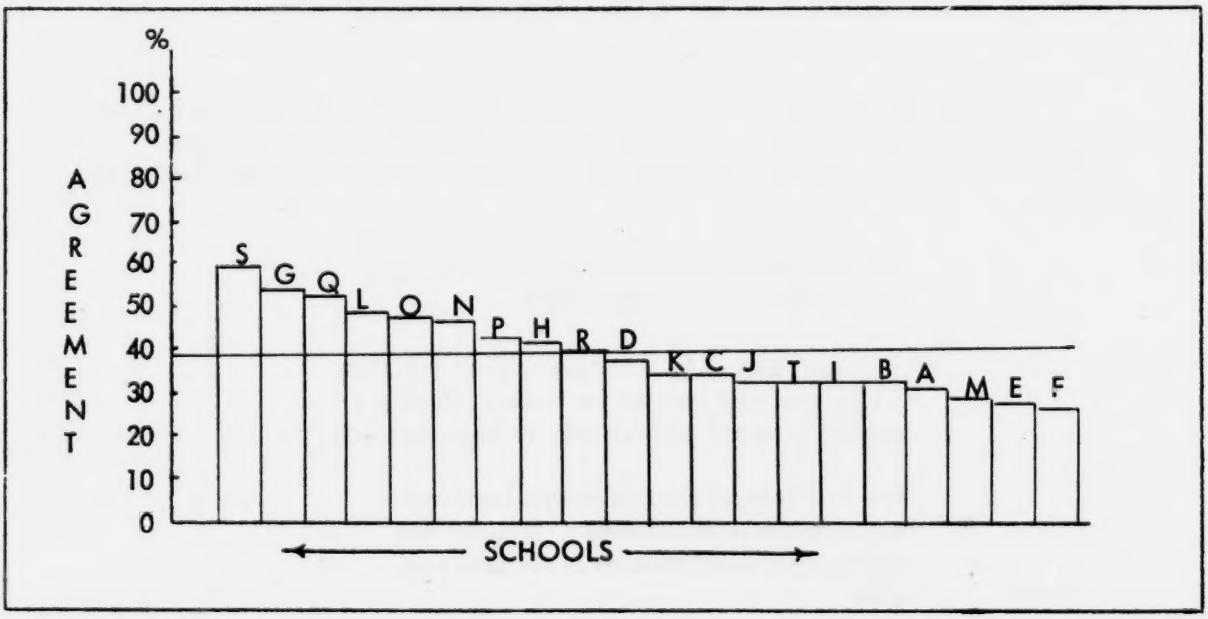
STUDENTS IN THIS SCHOOL ARE HAMPERED
BY MANY POINTLESS RULES AND REGULATIONS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	1	1	1	1
Agree	7	4	9	7
Disagree	62	58	57	61
Strongly Disagree	24	35	32	27
No Opinion/No Answer	5	2	1	4
BASE (number of respondents)	(841)	(274)	(100)	(1261)



STUDENTS SHOULD HAVE A GREATER VOICE IN DETERMINING SCHOOL RULES AND REGULATIONS WHICH EFFECT THEM

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	5	5	6	5
Agree	35	29	36	34
Disagree	45	50	42	46
Strongly Disagree	9	11	11	10
No Opinion/No Answer	6	5	6	6
BASE (number of respondents)	(841)	(274)	(100)	(1261)



COMMENTS ABOUT STUDENTS

Many of the comments which teachers made in the open-ended section of the questionnaire referred specifically to students. For example, approximately one in five (19%) stated they were happy in their schools because students were friendly, eager to learn, or simply "... a pleasure to work with".

* . The students I teach are interested in learning without being subservient. They are polite but are not frightened to voice their opinions. I am able to establish a friendly, co-operative atmosphere in my classroom.

. Enthusiastic students with good motivation.

. The students are great - courteous, co-operative, interested in learning.

. The students are in most cases well-behaved and attend school for a purpose, they are also considerate of others, a situation which does not exist in many schools.

. I find the students well mannered and co-operative. Most of them are interested and anxious to do well.

In this same section which asked teachers to respond to the statement "I am happy in this school because ..." 11% mentioned that "... there is an excellent student-staff rapport," or made other comments about student-staff relationships.

. The atmosphere is friendly and there is open rapport between student - staff.

. There appears to be a mutual respect - student for teacher and teacher for student, teachers appear to go out of their way to help students.

. The intellectual climate among both staff and students is stimulating. Rapport and relationship with students is pleasant and open.

---

* In this report, all indented passages preceded by a dot are comments quoted verbatim.

- There is an excellent rapport between and among staff and students that is carried into the teaching situation.

Approximately one in eight respondents(12%) noted that the development of "all round individuals" or providing students with a stimulating education was a major concern of theirs. A few examples of such comments may illustrate these sentiments more fully.

- Ensuring that the students feel that what they are doing in school is worthwhile.
- To encourage each student to develop his full potential and to take pride in working well.
- Students experiencing rewarding involvement.
- To provide a stimulating and enjoyable learning process.
- Teaching students to think on their own.
- Responsibility and freedom should be understood by students in their activities and studies in school. Are we helping our students to think and make good decisions?

Another major concern of 9% of the respondents was the fact that many students appear to be merely "bench warmers".

- Weeding out lazy students. Too many are allowed to continue too long.
- The air of student apathy that pervades the school.
- I am concerned that students do not want to work.
- Developing programs to alleviate alienation, apathy and nihilism.

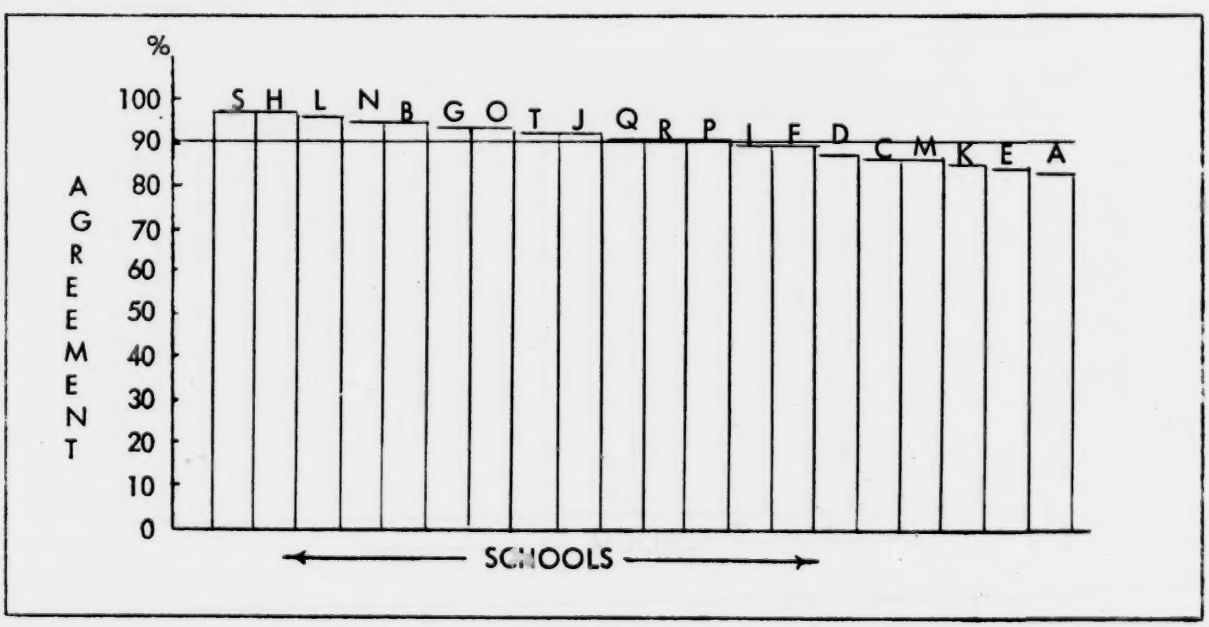
Five percent of the respondents reported that if they had the opportunity to make change, they would allow students "... greater freedom of self-expression..." e.g.

- Encourage meaningful, positive discussion between teachers and students to become more aware of needs and problems of students and seek out solutions.
- Involve students more in the decision making processes.
- More open forums, more discussions between teachers and pupils.
- Have a staff-student "bull-session-committee".

TEACHING

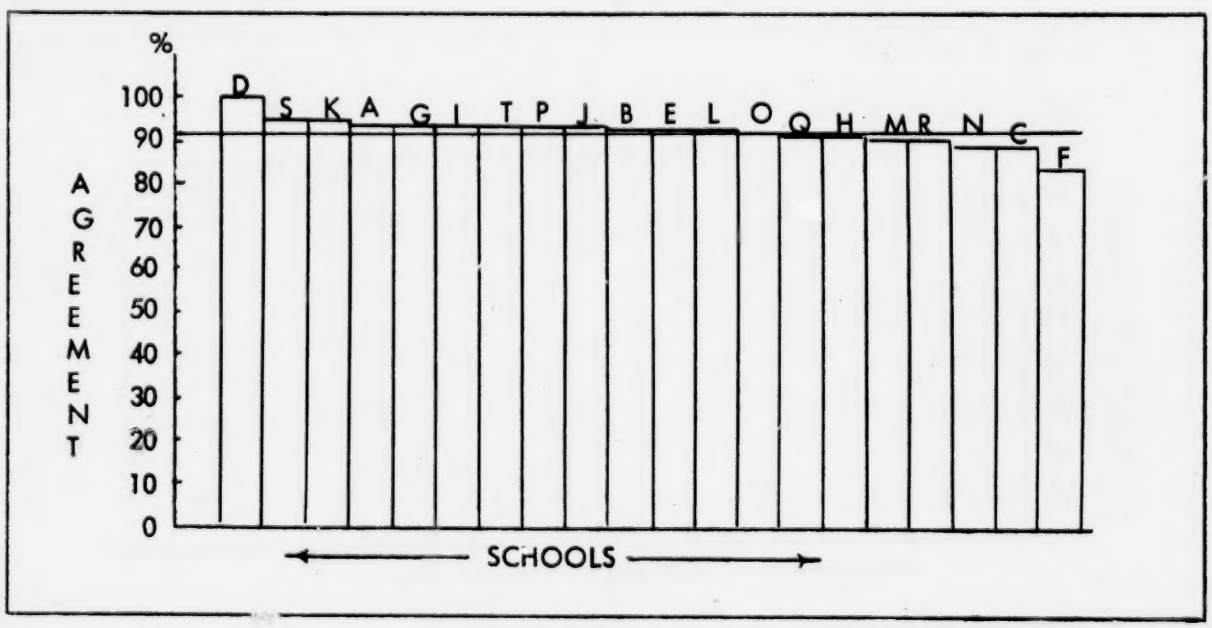
I LIKE TEACHING IN THIS SCHOOL

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	37	50	45	40
Agree	55	41	52	51
Disagree	4	4	3	4
Strongly Disagree	1	1	-	1
No Opinion/No Answer	4	4	1	4
BASE (number of respondents)	(841)	(274)	(100)	(1261)



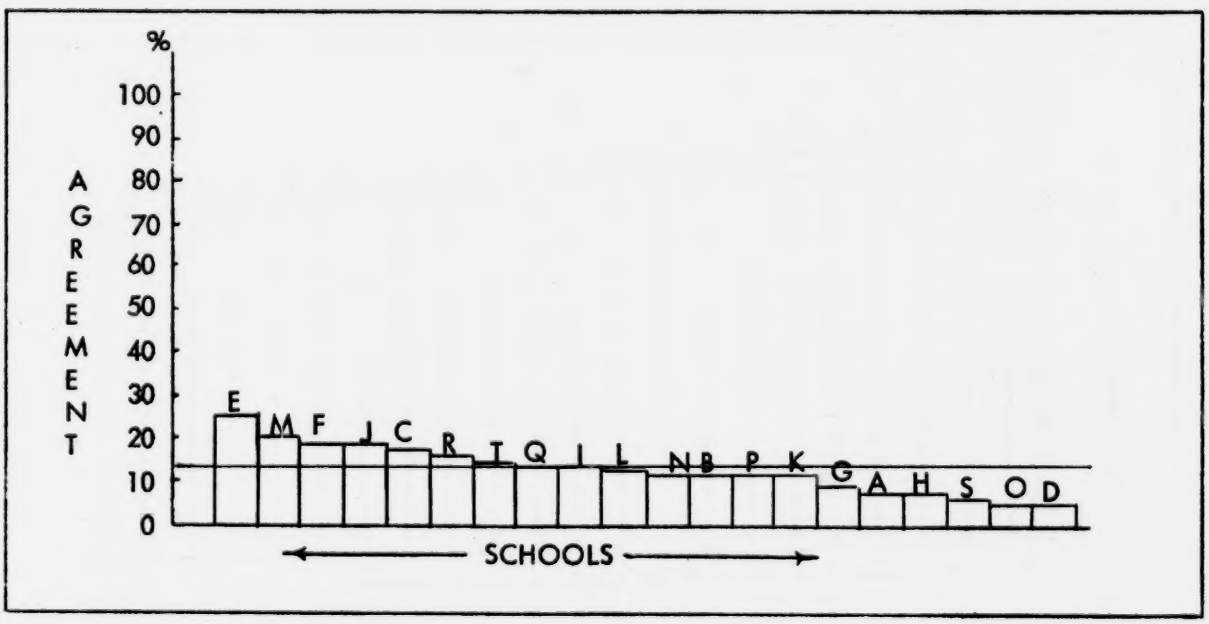
TEACHING GIVES ME A GREAT DEAL OF PERSONAL SATISFACTION

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	47	62	55	51
Agree	44	34	42	41
Disagree	5	3	3	4
Strongly Disagree	1	-	-	1
No Opinion/No Answer	3	1	1	3
BASE (number of respondents)	(841)	(274)	(100)	(1261)



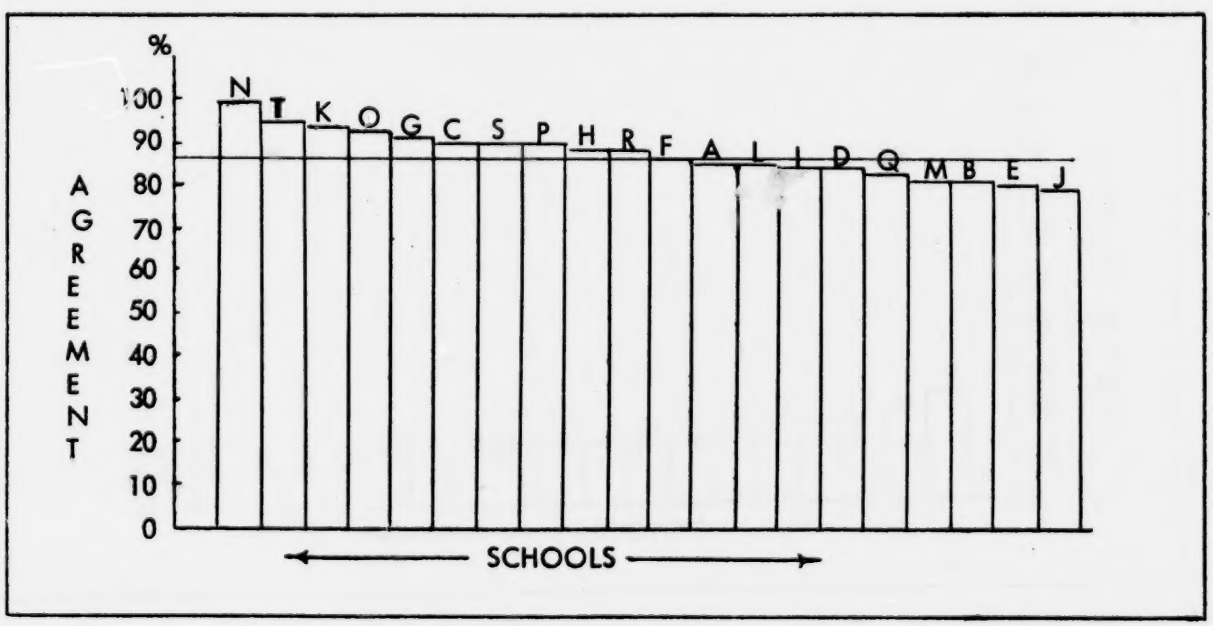
IF I COULD EARN AS MUCH IN ANOTHER OCCUPATION I WOULD STOP TEACHING

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	4	4	3	4
Agree	10	7	11	9
Disagree	44	42	38	42
Strongly Disagree	33	37	39	35
No Opinion/No Answer	9	10	10	9
BASE (number of respondents)	(841)	(274)	(100)	(1261)



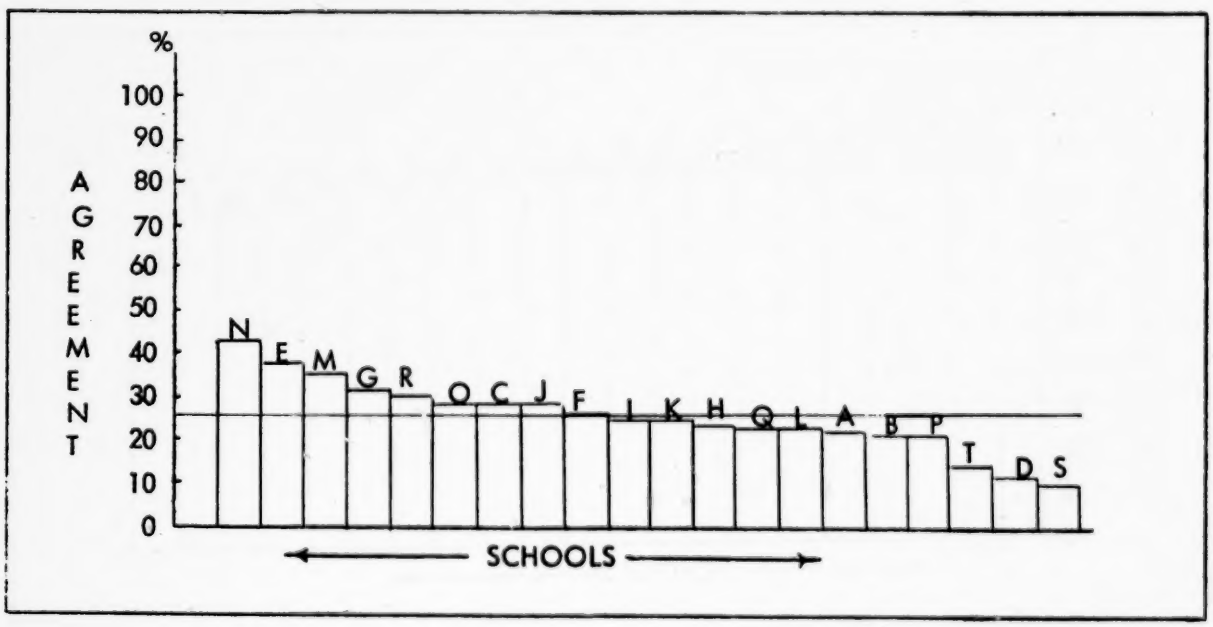
I FEEL FREE TO INTRODUCE INNOVATIONS AND CHANGES IN MY PROGRAM

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	32	40	33	34
Agree	52	56	61	53
Disagree	10	2	4	8
Strongly Disagree	2	-	1	2
No Opinion/No Answer	3	1	2	3
BASE (number of respondents)	(841)	(274)	(100)	(1261)



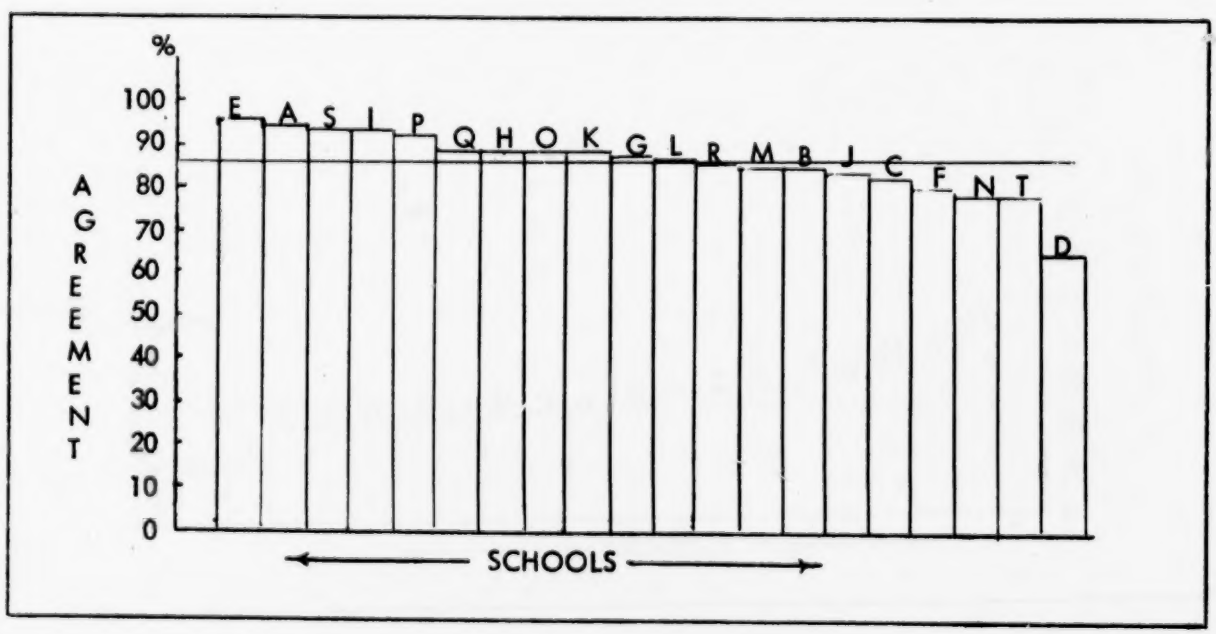
I WOULD APPRECIATE MORE DIRECTION REGARDING COURSE PLANNING AND CURRICULUM

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	4	3	5	4
Agree	24	16	19	22
Disagree	52	60	52	53
Strongly Disagree	9	14	14	11
No Opinion/No Answer	10	7	10	9
BASE (number of respondents)	(841)	(274)	(100)	(1261)



I AM PREPARED TO ACKNOWLEDGE UNCERTAINTY IN MY SUBJECT EVEN IN THE PRESENCE OF STUDENTS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	23	30	33	25
Agree	63	61	56	61
Disagree	5	4	3	5
Strongly Disagree	4	1	3	3
No Opinion/No Answer	5	4	6	6
BASE (number of respondents)	(841)	(274)	(100)	(1261)



COMMENTS ABOUT TEACHING

Ninety-one percent of all teaching staff agreed with the statement "I like teaching in this school", and 92% with the statement "Teaching gives me a great deal of personal satisfaction". Comments about this were freely offered by 15% of the teachers.

- The experienced teacher is given the free reign to develop curriculum and teaching styles as needed.
- I am considered to be responsible for what I do. No-one is second-guessing everything I do.
- Freedom to teach the way I want and generally what I want to teach.
- I have the freedom that I need to function as a professional.
- No one bothers me - free to do as I please as long as I maintain a good teaching standard.
- I like the academic and general atmosphere. Also there are not as many rules laid down by Administration. This gives a teacher much more flexibility in teaching methods.

Eighty-seven percent of teachers agreed that they felt free to introduce innovations and make changes in program, 15% offered comments in the open-ended section of the questionnaire about this.

- I enjoy teaching my subject area and my students.
- I enjoy the new innovations we attempt. Freedom I have in modifying and introducing new programs.

- I feel free to adapt the courses to the needs of my students, and my direct superiors are usually in complete agreement and support of my decisions.

- I enjoy the challenge of working in an innovative and progressive school.

Curriculum planning was a major source of concern to 7% of teachers. This concern fell into two general areas; first, relevance of courses, and second, the credit system.

- Course content needs to be changed so as to suit students interests and needs.

- The courses of study - their influence and relevance on the kids.

- Relevance of curriculum to student needs.

- Lack of 'package courses' - too much emphasis on individual credits.

- Too many choices of subjects to be selected by the students.

- In the credit system, I fear that courses which students consider difficult will be drained of enrolment and easier courses overcrowded.

- Loss of high standards as a consequence of the introduction of the "credit" system.

Suggestions for change in curriculum planning were made by 5% of the teachers, and these covered several areas including extra-curricular activities.

- Encourage greater staff and student involvement in extra-curricular activities - create more emphasis in this direction - consider it part of the total criteria.

- Try to expand and improve extra-curricular program.

- Try and incorporate more time for students and staff to indulge in extra-curricular and non-academic pursuits inside the school time-table. Say a 6 day cycle with one day for field trips, etc.

- Devote a block of time/week for the development of recreational interests.

Other suggestions were:

- Introduce more structural curricula in certain subjects.

- Attempt to have courses assessed so that "Mickey Mouse" courses could not be given the same credit towards university entrance. A young person then would be given some encouragement to get a worthwhile education.

- Offer a greater variety of courses.

- Introduce elementary psychology and sociology courses.

- With the credit system we have the option of offering a great number of courses within each subject area. I feel this avenue should be expanded and exploited.

In the area of setting up timetables 5% of teachers responded with a variety of suggestions.

- Have the periods lengthened. The classes are too short.

- Make a timetable allowing for a greater range of options around the core.

- Make period timing more flexible.

- Arrange the timetable so that students are not expected to have more than 3 classes in a row without a substantial break.

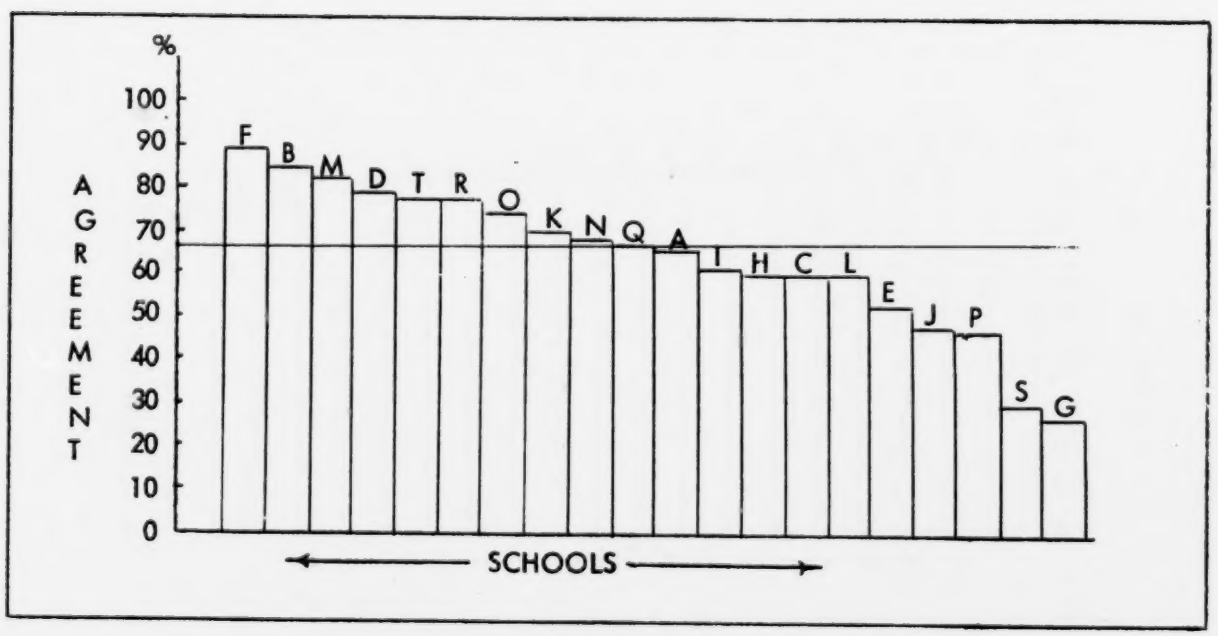
- Teach no more than 5 classes per day.

- Aid teachers by reducing the class changes in timetables - keep teacher in <u>one</u> classroom all day, where possible.

SCHOOL IN GENERAL

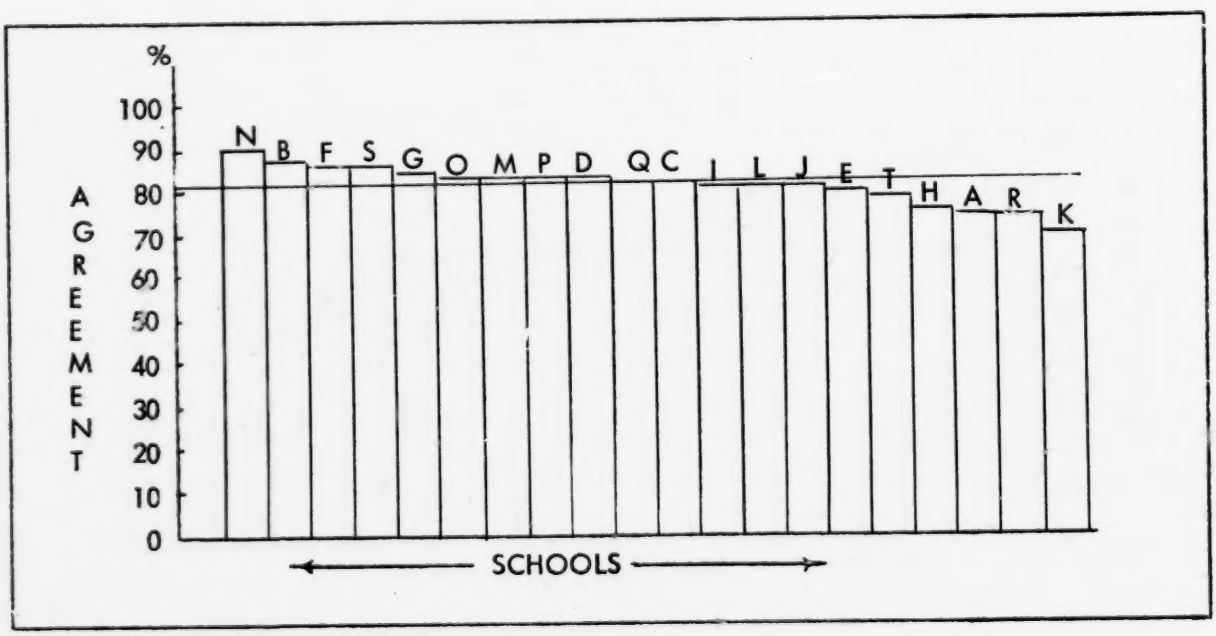
LIBRARY FACILITIES AND RESOURCES IN THIS SCHOOL ARE ADEQUATE FOR MY PROGRAMS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	11	15	15	12
Agree	53	54	55	54
Disagree	23	20	20	22
Strongly Disagree	8	10	8	9
No Opinion/No Answer	5	1	3	4
BASE (number of respondents)	(841)	(274)	(100)	(1261)



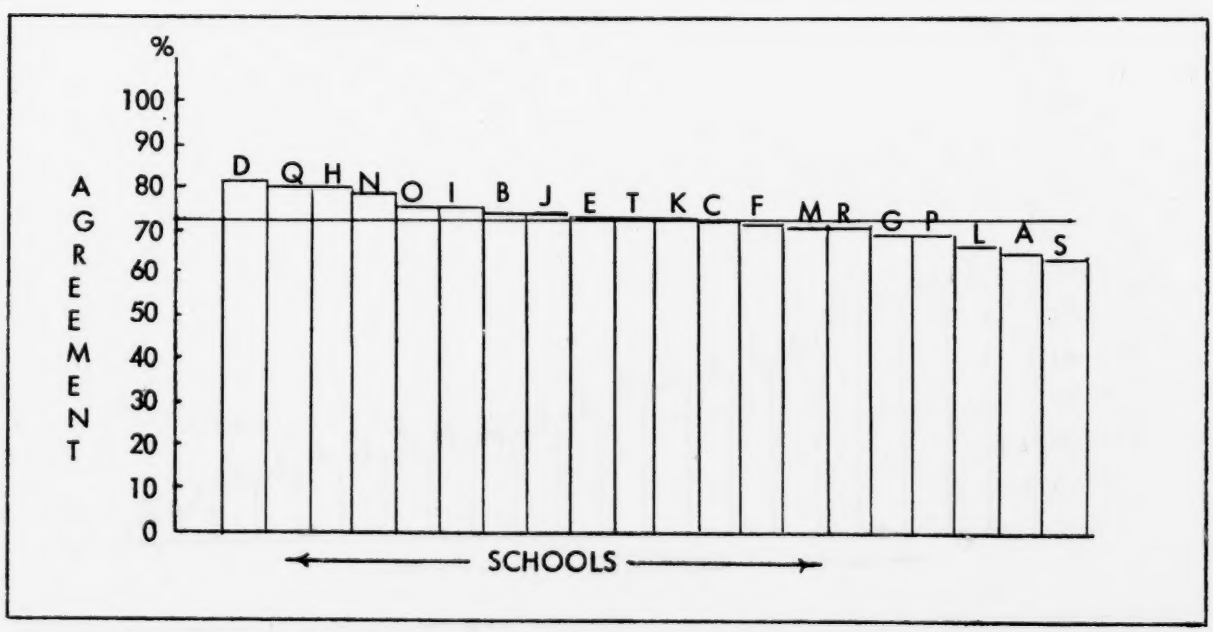
THIS SCHOOL IS PROVIDING STUDENTS WITH A GOOD EDUCATION

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	13	23	18	15
Agree	65	66	67	66
Disagree	10	5	5	8
Strongly Disagree	2	1	3	2
No Opinion/No Answer	11	5	8	9
BASE (number of respondents)	(841)	(274)	(100)	(1261)



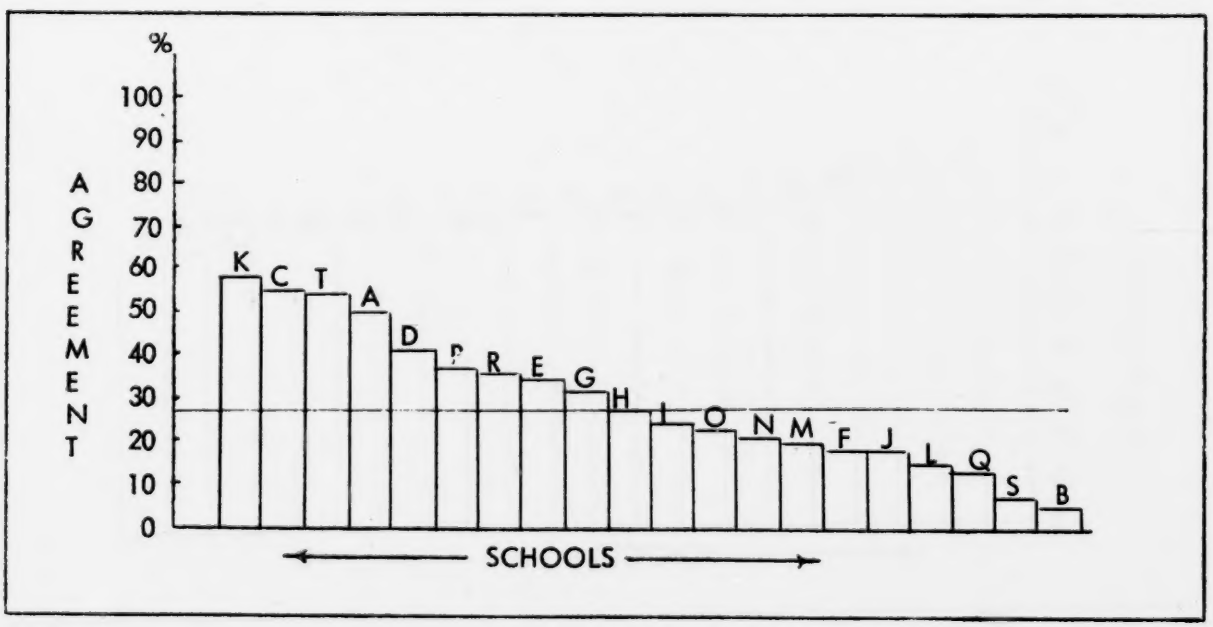
THIS SCHOOL GIVES ALL STUDENTS AN EQUAL CHANCE TO OBTAIN THE BEST EDUCATION

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	18	23	20	19
Agree	54	56	53	54
Disagree	16	12	16	15
Strongly Disagree	3	2	4	3
No Opinion/No Answer	9	6	7	8
BASE (number of respondents)	(841)	(274)	(100)	(1261)



THIS SCHOOL IS TOO PERMISSIVE

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	6	6	8	6
Agree	21	27	25	23
Disagree	55	53	55	54
Strongly Disagree	12	10	11	11
No Opinion/No Answer	7	4	1	6
BASE (number of respondents)	(841)	(274)	(100)	(1261)



COMMENTS ABOUT SCHOOL

Comments about the atmosphere in schools were made by approximately one in eight (13%) respondents.

- The general atmosphere and tone of the school is conducive to learning.
- The atmosphere is fairly good and there is a concern on the part of staff and administration for the educational and personal development of students. It's a nice place to teach.
- It is small and everyone knows each other. It is not just a big factory.
- There is a fine spirit of co-operation between teachers and administration.

Other comments about schools in general reflected concern about staff morale and school spirit (5%) as well as budget cuts and changes in pupil-teacher ratio (10%).

- Budget cuts are eroding the quality of education here.
- The size of classes should not be increased beyond the present size. Large classes hamper a good exchange of ideas and involvement of the individual.
- My great fear is that it (the school) will be made bigger and depersonalized. That class sizes will be increased to add to the depersonalization.

Sixty-six percent stated they were satisfied with the resources in their schools (see page 42). They made such comments as:

- I enjoy teaching my subjects and have adequate resource material.
- Resources - material and human are unlimited.

- The facilities and programme is of high quality.

- The facilities are good, the students reasonable, atmosphere relaxed.

On the other hand, 6% of respondents wrote that lack of facilities was a major concern.

- Office space - they wont give me a desk in this school. Inadequate work space for students also.

- The budget cuts have made resources unavailable and/or inadequate for innovative or even standard programs.

Suggestions for change in this area were made by 5% of the teachers.

- Increase resources in library as well as investigate ways to make these more readily available for use.

- Better working conditions for teachers - every teacher should have a private work area.

- Would like to have enough funds to buy equipment that is needed for the subject.

Twenty-nine percent of the teaching staff agreed that their school is too permissive (see page 45). Twenty percent wrote in this regard, that lack of discipline and absenteeism were areas for major concern.

- The marked increase in student absenteeism leads to repetition of lessons and subsequent shortening of course content.

- ABSENTEEISM - the poor attendance among general course students is appalling.

- There is a growing lack of self-control among certain types of students. Some students are demanding so-called 'rights' but continue to behave immaturely.

If given the opportunity to make changes, 11% of teachers were in favour of tightening up discipline.

- Be much tougher with regards to student department and try to instill a sense of responsibility.

- Institute a more authoritarian atmosphere. I feel that students (many of them) suffer due to the freedom allowed.

- Reduce the number of rules but enforce more strongly those that are agreed on.

- Try to improve the dress and manners of the students.

In the area of attendance, some of the suggestions for change were:

- Have students drop classes for poor attendance.

- Establish a rule in order to obtain a credit certain minimum hours of attendance is required.

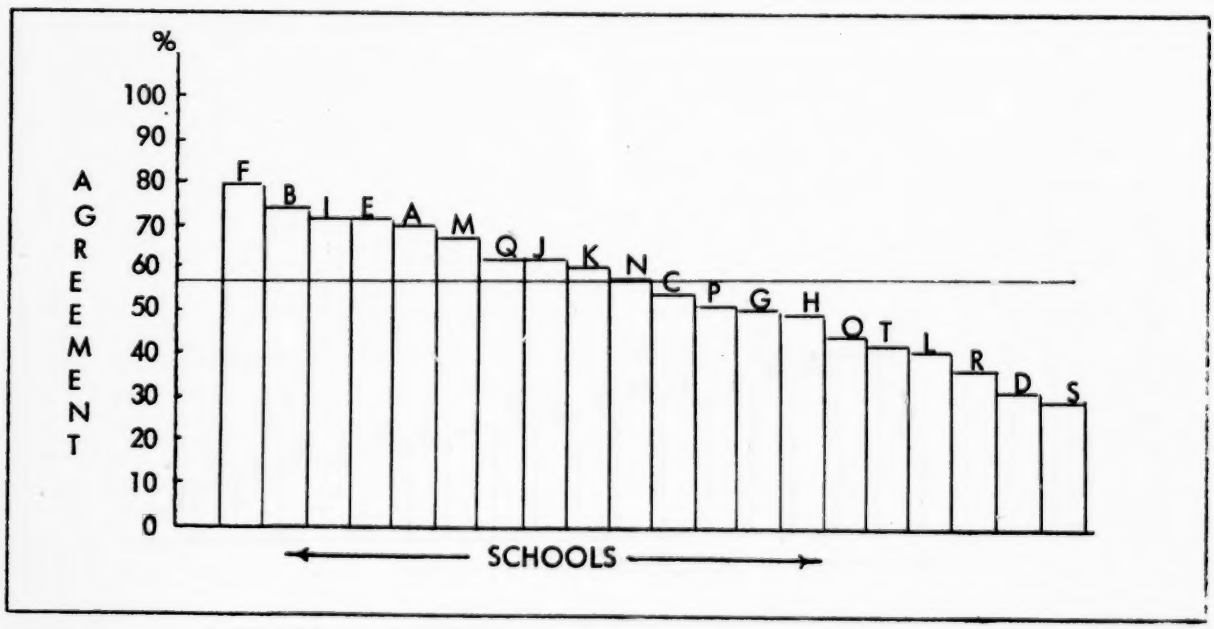
- Absenteeism from class without a good reason should not be tolerated.

- I would expel chronic absentees.

EVALUATION

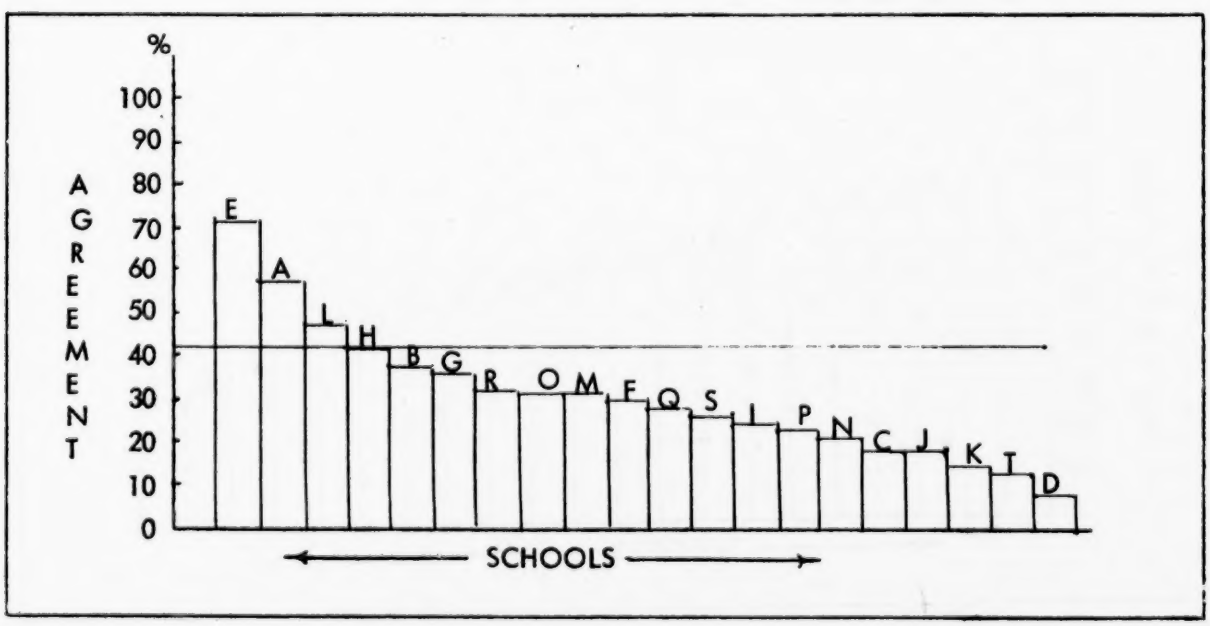
FORMAL EXAMINATIONS ARE NECESSARY TO MAINTAIN STANDARDS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	17	21	23	19
Agree	38	39	38	38
Disagree	29	26	25	28
Strongly Disagree	9	9	10	9
No Opinion/No Answer	6	5	4	6
BASE (number of respondents)	(841)	(274)	(100)	(1261)



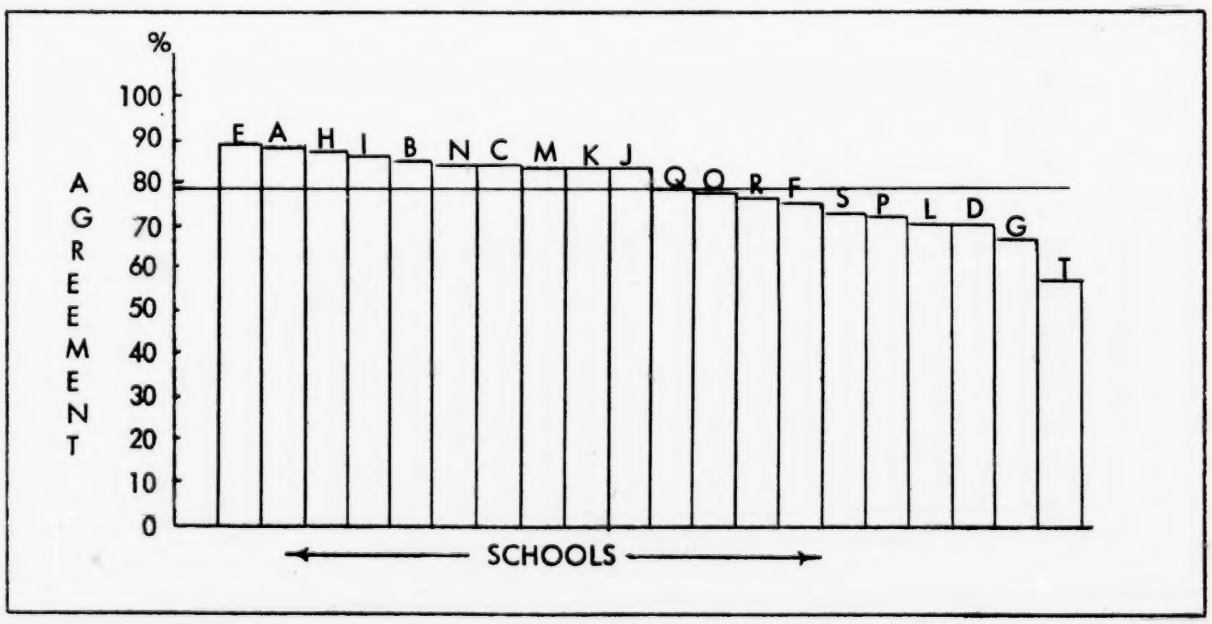
THERE IS TOO MUCH EMPHASIS ON MARKS IN THIS SCHOOL

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	9	7	10	9
Agree	25	19	14	23
Disagree	51	60	56	53
Strongly Disagree	8	10	14	9
No Opinion/No Answer	8	3	5	7
BASE (number of respondents)	(841)	(274)	(100)	(1261)



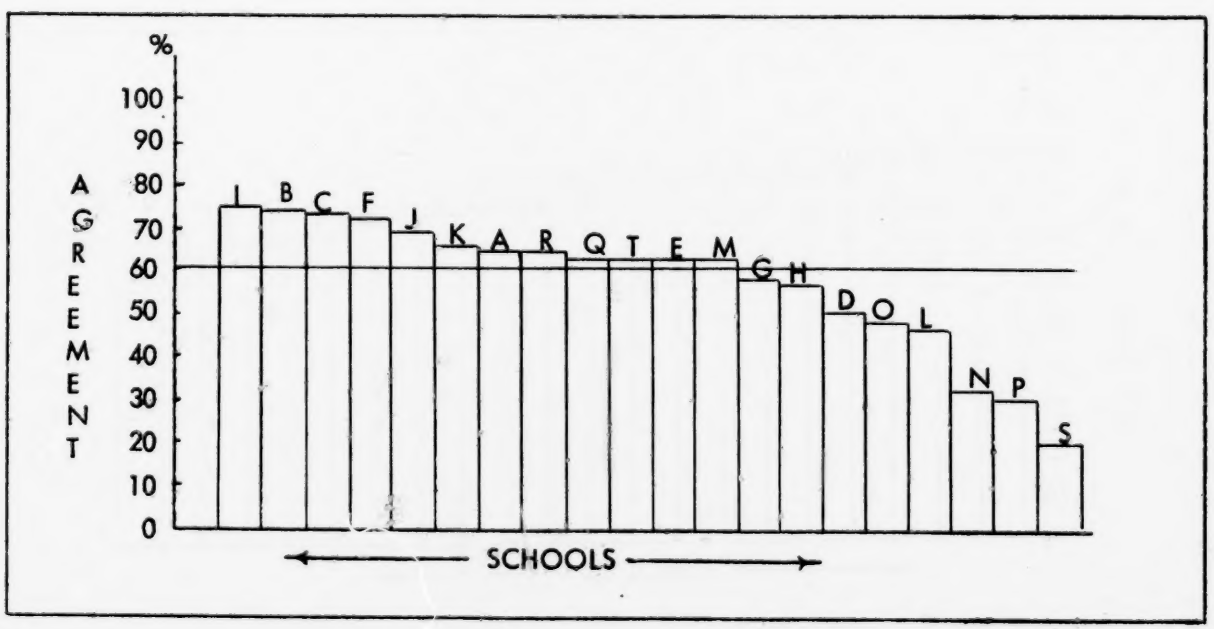
STUDENTS WHO MAKE LITTLE OR NO EFFORT TO MEET ACADEMIC STANDARDS IN A COURSE SHOULD BE FORCED TO DROP THAT SUBJECT

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	36	38	42	37
Agree	43	42	39	42
Disagree	12	15	11	12
Strongly Disagree	3	3	4	3
No Opinion/No Answer	6	2	4	5
BASE (number of respondents)	(841)	(274)	(100)	(1261)



SCHOOLS ARE DRIFTING AWAY FROM THE HIGH STANDARDS THEY ONCE HELD

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	19	19	15	19
Agree	39	43	50	41
Disagree	27	27	24	26
Strongly Disagree	5	6	8	6
No Opinion/No Answer	11	5	4	9
BASE (number of respondents)	(841)	(274)	(100)	(1261)



COMMENTS ABOUT EVALUATION

As reported on the previous page, a majority of the respondents (60%) agreed that schools are drifting away from the high standards they once held. Concern about standards was reflected in the open-ended section of the questionnaire. Twelve percent of the respondents stated that "the lowering of academic standards" was a high priority concern. For example,

- Standards are dropping because many pupils realize they will be automatically promoted.
- Lowering of standards to "win" students to take courses so they (the teachers) can retain jobs.
- The decline of course difficulty and substance due to teachers' attempts to "attract" student enrollment with glittering superficiality.

Further, 10% wrote that if they had the opportunity to make change, they would do so in such a way as to maintain high standards of education. Primarily they suggest getting rid of students who make no attempt to work.

- Get rid of students who are coasting.
- Attempt to locate the very few who are here just to come out of the cold and eject them. Too much time is spent keeping a close watch on students who are just marking time until they are sixteen. It is the serious students (the great majority) who suffer.
- Have those students who do not wish to learn leave school until they desire to learn. We tolerate them even though they cause dissension and difficulties in the school environment.
- Kick out anybody who is truant, unduly irregular in work habits, or refuses to perform for the purpose of educating himself. I would accept anyone, of any age - who demonstrates strong desire to learn.

Other suggestions about maintaining high educational standards included:

- Insist that students fulfill a subject commitment, unless grades were exceptionally low. Insist that a student produce an adequate performance in a subject or cease to take that subject in a later year.

- Bring back the Department Exams so that a high standard could be maintained and achieved in all subject areas.

- Begin demanding more of students who are quite capable of superior work.

- Impose more ridgid discipline ie - punctuality, responsibility for assignments, abolition of Mickey Mouse Attitudes toward learning and getting down to serious in depth work.

On the other hand, several respondents stated they were happy in their schools because of high standards:

- I feel that its academic standards are the best in the Province and that an effort is being made to resist (stupid and) pointless fads in education.

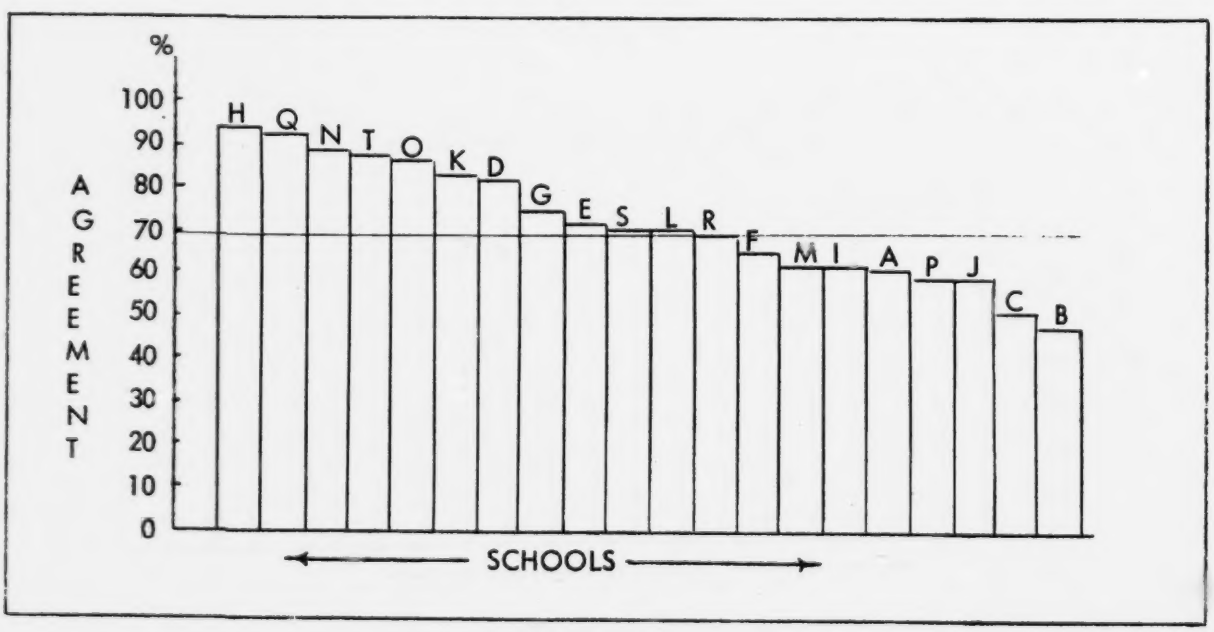
- On the whole, our staff is seriously concerned about maintaining standards of teaching and producing well-educated students as well as well-behaved citizens.

- I believe the staff and administration are trying to provide the basis to good education.

ADMINISTRATION

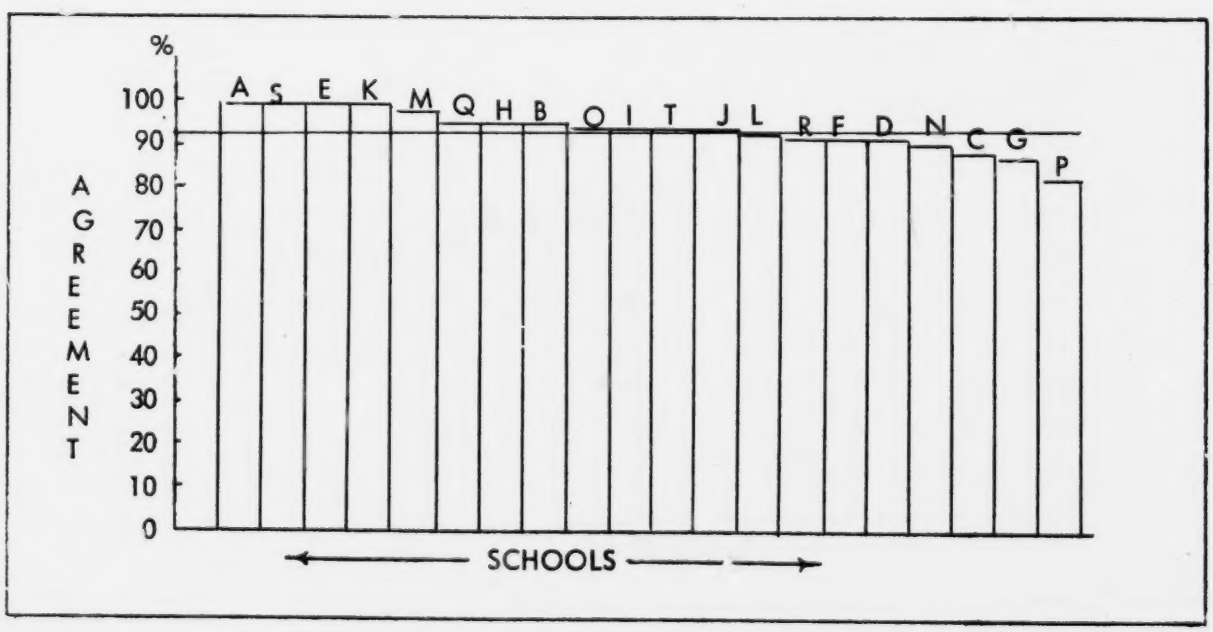
I FEEL FREE TO DISCUSS ANY SCHOOL MATTERS WITH MY PRINCIPAL

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	24	46	31	29
Agree	44	36	39	41
Disagree	21	11	20	18
Strongly Disagree	8	6	9	8
No Opinion/No Answer	4	1	1	3
BASE (number of respondents)	(841)	(274)	(100)	(1261)



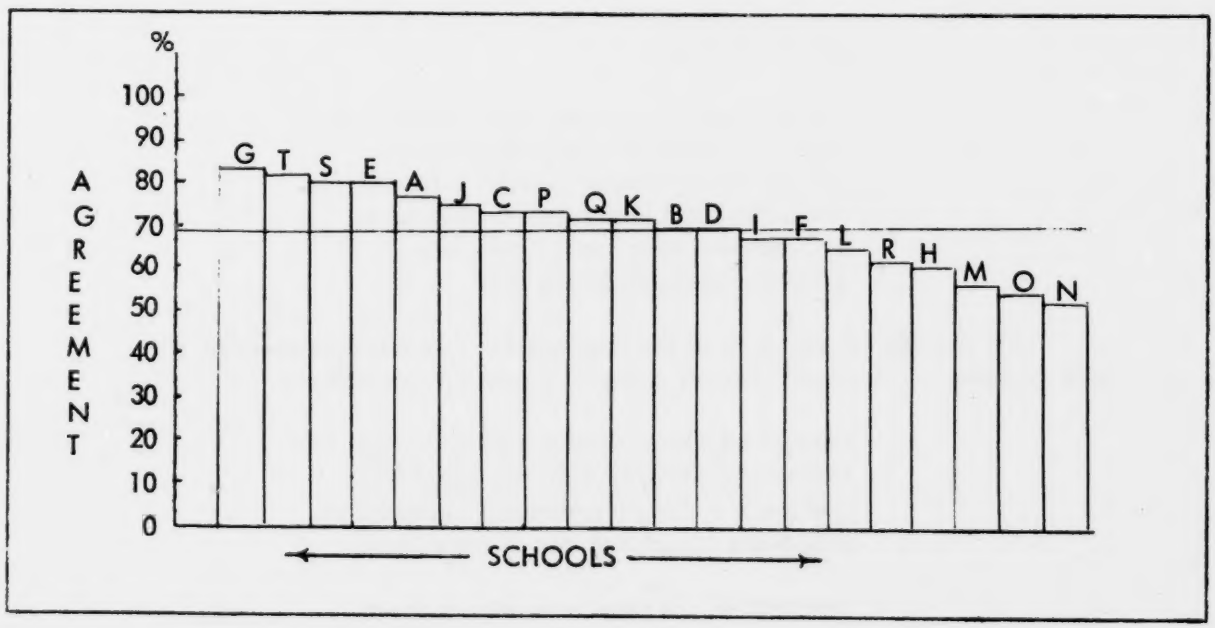
TEACHERS' VIEWPOINTS SHOULD BE OBTAINED BEFORE DECISIONS WHICH AFFECT THEM ARE MADE BY ADMINISTRATORS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	56	53	58	56
Agree	39	35	34	37
Disagree	2	3	6	3
Strongly Disagree	-	1	1	1
No Opinion/No Answer	3	3	2	3
BASE (number of respondents)	(841)	(274)	(100)	(1261)



I QUESTION THE NEED FOR SO MANY ADMINISTRATORS IN THIS SCHOOL SYSTEM

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	36	37	45	37
Agree	32	33	31	32
Disagree	17	18	15	17
Strongly Disagree	4	6	5	5
No Opinion/No Answer	10	6	5	10
BASE (number of respondents)	(841)	(274)	(100)	(1261)



COMMENTS ABOUT ADMINISTRATION

A large majority of the comments made about administration in response to the open-ended questions referred specifically to principals and vice-principals. For example 17% of the respondents stated they were happy in their schools because of good administrators.

- The administration backs up the teachers, generally, without being too "heavy handed" with students.

- I think on the whole people in the school try to see things from other's point of view as well as their own. I would commend the principal especially in this regard.

- The principal and vice-principals are most concerned, not only with the students, but also the teachers - our sanity in particular.

- I respect the integrity of the administration and the direction in which the educational philosophy of the administration of this school is developing. I am perceived as a growing person and teacher rather than as a static entity.

- The principal is an intelligent compassionate forward looking educator who tries to run the school democratically. He provides inspiration and leadership, and is honest and understanding toward certain re-actionary elements in the staff.

On the other hand, 15% of the respondents reported dissatisfaction with administrators in the school indicating that this was a major concern.

- Lack of backbone (leadership) in our administrators who always follow the Board line and avoid making fundamental decisions by employing a smoke screen of committees.

- Teachers do not receive enough support from some members responsible for the administration within the school.

- There is little opportunity for teachers to influence decisions made in this school.
- The lack of leadership in administration.
- Ensuring that the staff feel part of a cohesive whole.

Even more vehement were the 9% of the respondents who said they would change the school's administration if they were given the opportunity. Some suggested getting rid of the present administration entirely.

- Have department heads and administrators become teachers again, and have professional business men run the school.
- Have administration handled by people who enjoy and can deal efficiently with administrative tasks.
- Abolish Principal, Vice-Principal and rotate administrative responsibilities among teachers.

Others merely criticized, made derogatory remarks or suggested alternative to the way he spends his time.

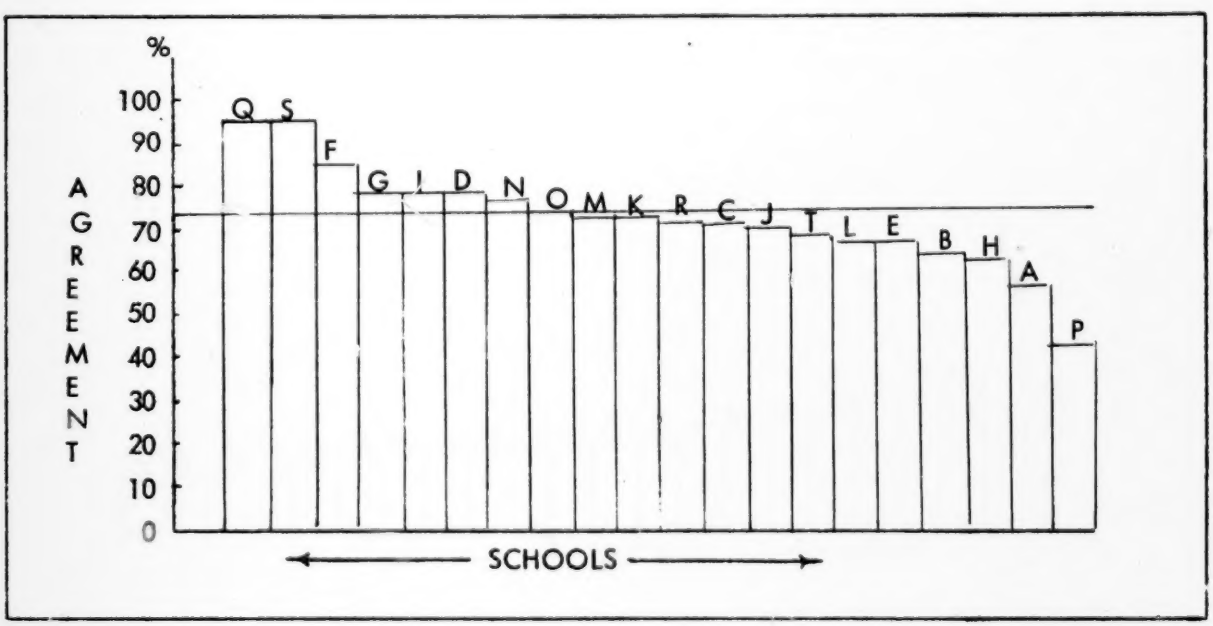
- Have administrators with more character.
- Get administration more involved with classroom instead of "ivory tower" administration for its own sake.
- Delegate principal's responsibilities so teachers can get to him without enterminable delays.
- Send the administrators back to the classroom.

- Introduce some means of creating communication between staff and administration - I would pay attention to eliminating the broad gulf that exists between us now. There is no trust, no spirit of co-operation.

COLLEAGUES

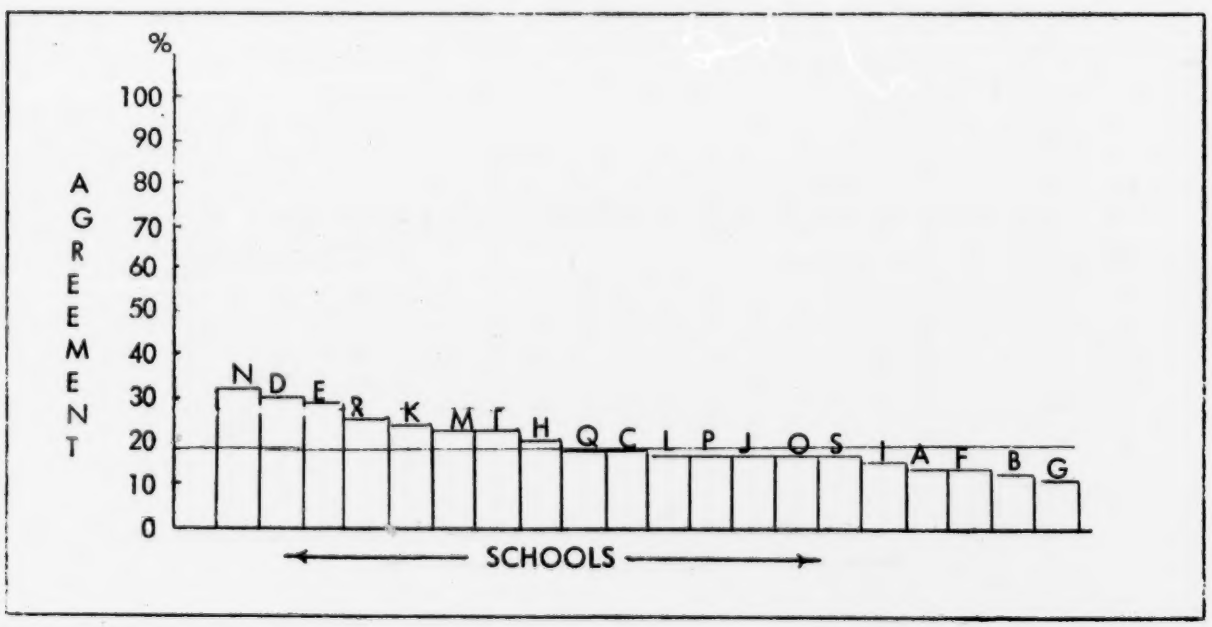
THE TEACHERS IN OUR SCHOOL WORK WELL TOGETHER

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	11	12	8	11
Agree	61	64	62	62
Disagree	16	14	18	15
Strongly Disagree	4	4	5	4
No Opinion/No Answer	8	5	7	8
BASE (number of respondents)	(841)	(274)	(100)	(1261)



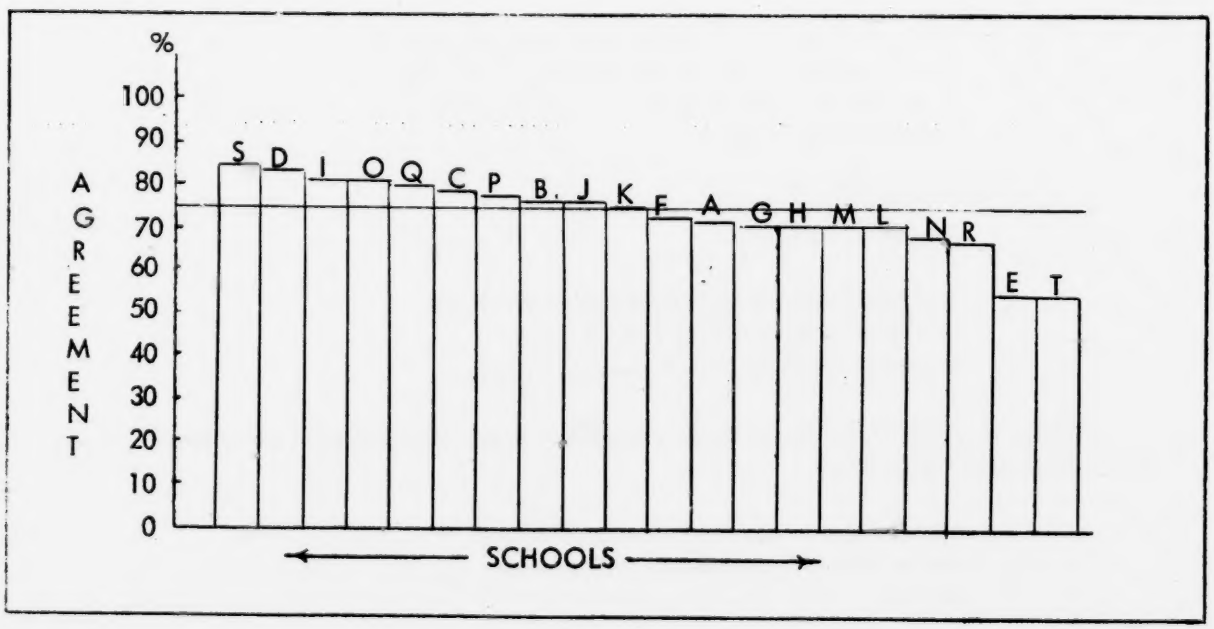
I QUESTION WHETHER MOST OF MY COLLEAGUES REALLY TRY TO UNDERSTAND STUDENTS

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	4	3	2	4
Agree	16	14	14	15
Disagree	54	58	61	55
Strongly Disagree	8	12	10	9
No Opinion/No Answer	18	13	14	17
BASE (number of respondents)	(841)	(274)	(100)	(1261)



MY DIRECT SUPERIOR PROVIDES ME WITH SUFFICIENT DIRECTION AND SUPPORT

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	29	20	34	28
Agree	44	53	51	47
Disagree	14	18	5	14
Strongly Disagree	8	4	8	7
No Opinion/No Answer	4	5	2	5
BASE (number of respondents)	(841)	(274)	(100)	(1261)



COMMENTS ABOUT COLLEAGUES

Nearly three-quarters (73%) of the respondents agreed that the teachers in their school worked well together (see page 64). One-fifth of these respondents stated, in the open section of the questionnaires, that this was one of the reasons they were happy in their schools.

- Most of my fellow teachers are very helpful and thoughtful people.
- Staff is congenial and are for the most part excellent teachers.
- The staff members are a pleasure to associate with.
- Of the co-operation between staff members, especially members of my own department; the willingness of them to help each other.
- I have made many close friends on this staff.

Further, 5% of the teachers specifically commended their Department Heads.

- It has a strong, well organized backbone that is maintained by the Heads thereby allowing a teacher to give his time to teaching and enjoying the students.
- I am well supported and assisted by my Department Head.
- I get full support from my Department Head concerning my policies and courses. I know my ideas are worth something here.

However, 6% of the respondents stated that dissatisfaction with colleagues was a high priority concern.

- Department heads should help teachers rather than nit pick about little minor details.

- Lack of professionalism on the part of teachers: e.g. language used with other teachers and students; lack of courtesy dealing with others and respect for others.

- The ULTRA CONSERVATIVE NATURE of teachers as a group.

Also, 5% if given the opportunity to make change would "Fire some heads and teachers". Not all the comments advocated as radical a move as the one quoted above. Others tended to make suggestions about colleagues such as:

- Make it a condition of hiring teachers that they be willing to undertake extra-curricular activities and show a high level of commitment to students as well as to subject (capable of periodic review).

- Encourage openly all staff to take refresher courses.

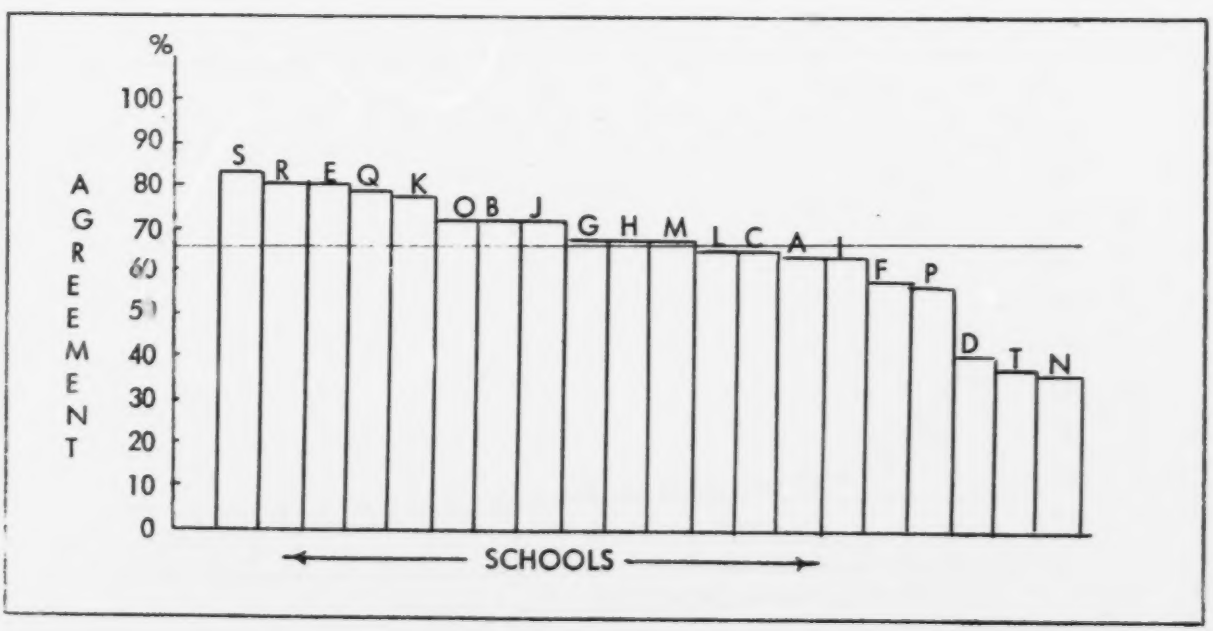
- Fire about a quarter of the staff people who are cold, insensitive, aloof and in it for the money or they couldn't make it any place else.

- Probably make a few personnel changes - ousting some persons who are insensitive to staff and students.

OTHER DUTIES

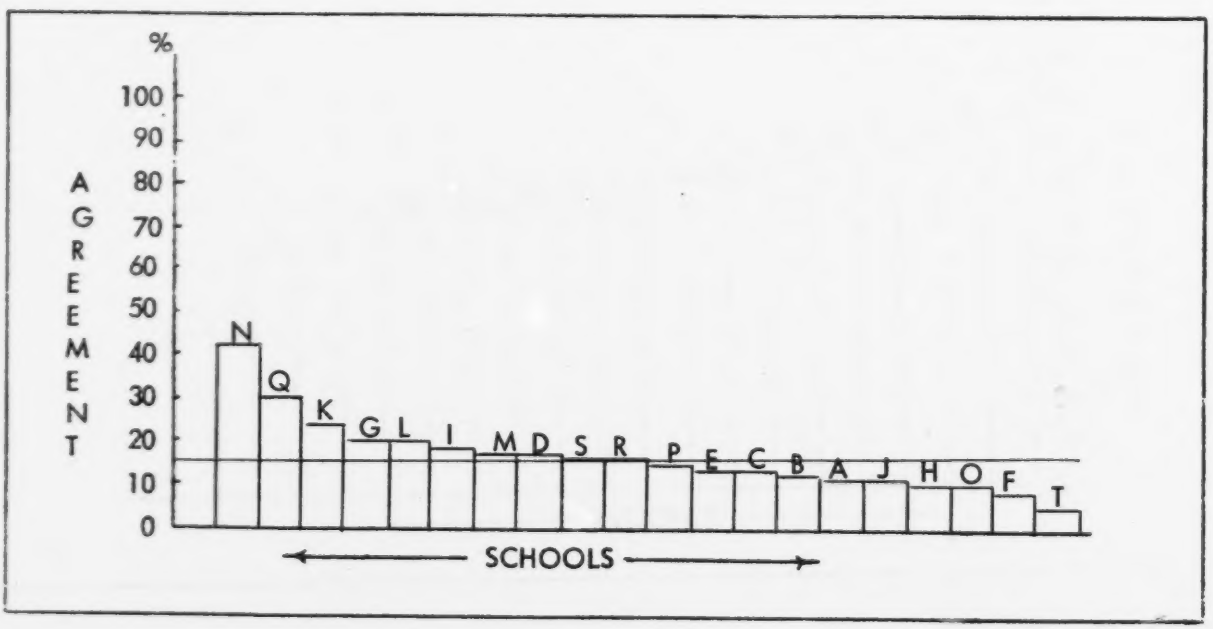
THE AMOUNT OF CLERICAL WORK I AM EXPECTED TO DO INTERFERES WITH MY FUNCTION AS A TEACHER

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	24	27	14	23
Agree	43	44	49	43
Disagree	27	22	30	26
Strongly Disagree	3	4	3	3
No Opinion/No Answer	4	2	4	4
BASE (number of respondents)	(841)	(274)	(100)	(1261)



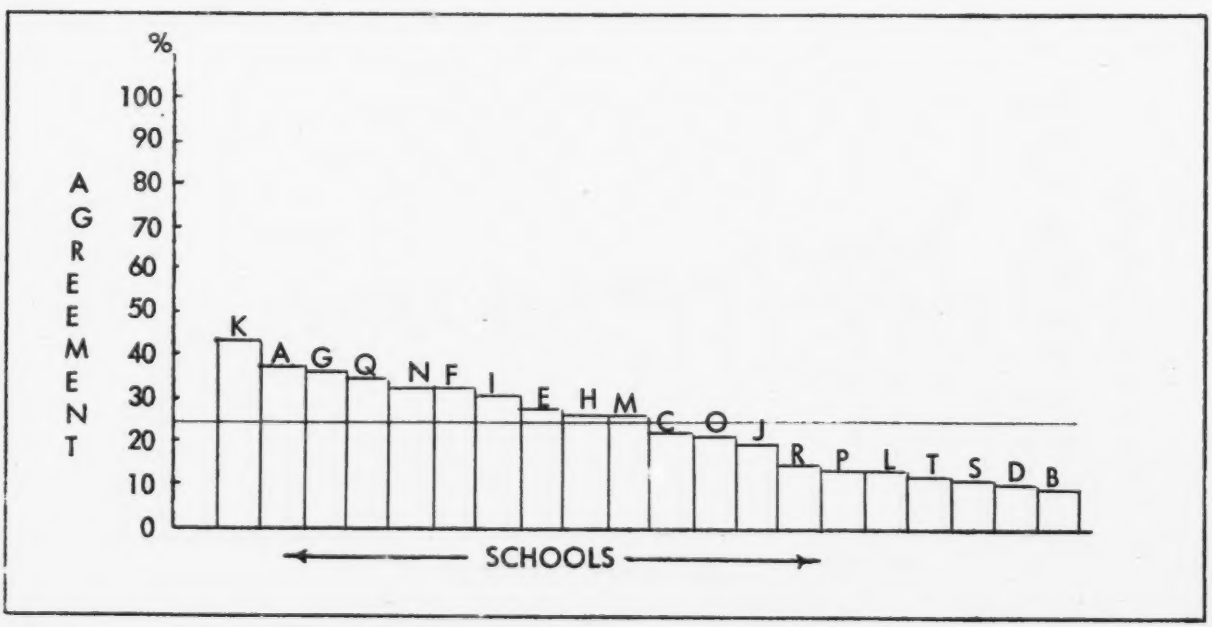
MY EXTRA-CURRICULAR LOAD OF RESPONSIBILITY IS TOO HEAVY

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	3	7	3	4
Agree	10	16	14	11
Disagree	63	61	64	62
Strongly Disagree	13	9	9	12
No Opinion/No Answer	11	7	9	11
BASE (number of respondents)	(841)	(274)	(100)	(1261)



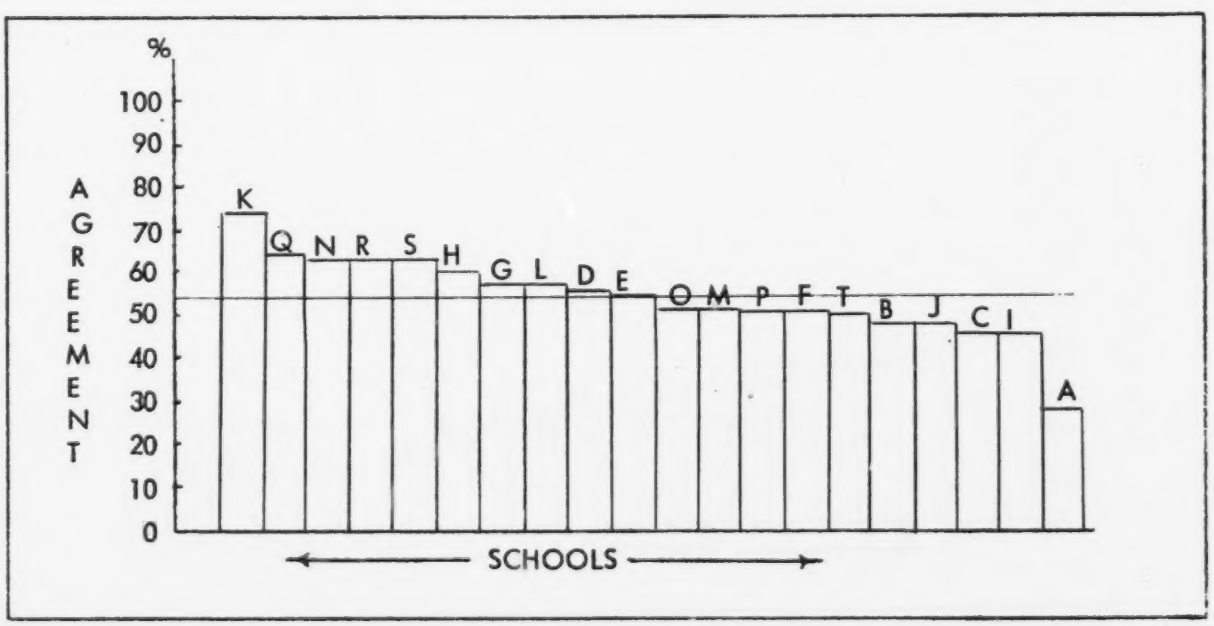
TIME ALLOTTED FOR NON-CLASSROOM ACTIVITIES IN THIS SCHOOL IS INFRINGING ON REAL LEARNING

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	6	8	7	6
Agree	17	18	17	18
Disagree	55	51	57	54
Strongly Disagree	13	15	12	13
No Opinion/No Answer	8	8	8	8
BASE (number of respondents)	(841)	(274)	(100)	(1261)



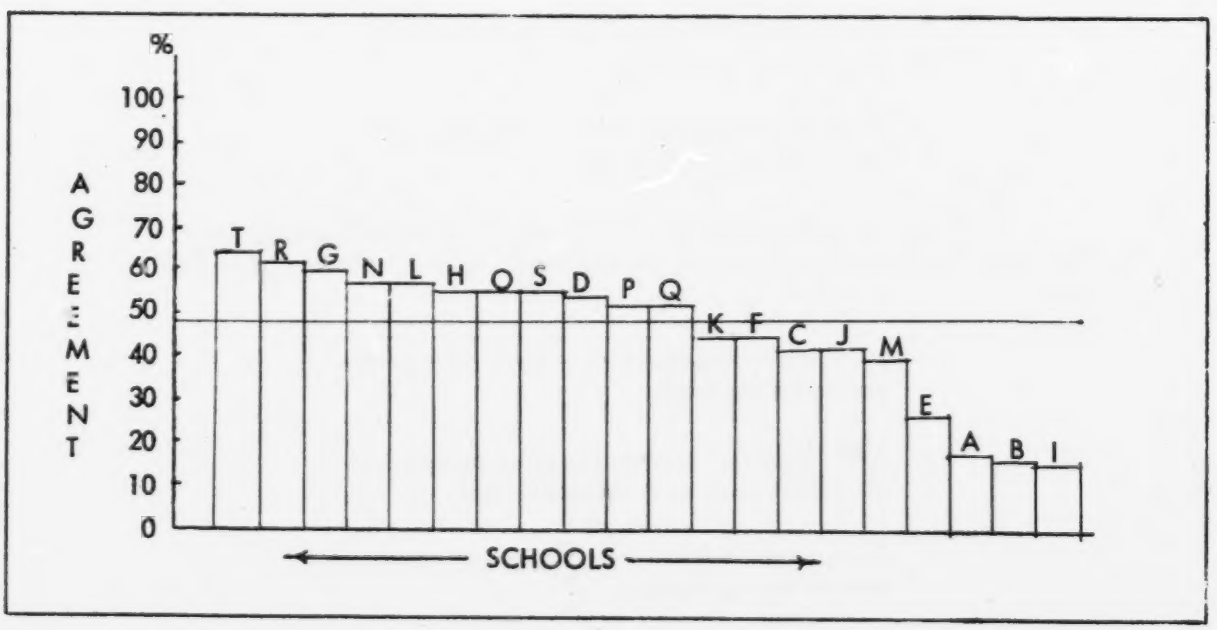
I ENJOY WORKING WITH STUDENT ORGANIZATIONS, CLUBS AND SOCIETIES AS MUCH AS TEACHING

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	12	12	13	12
Agree	41	47	37	42
Disagree	31	32	41	32
Strongly Disagree	4	4	3	4
No Opinion/No Answer	12	4	6	10
BASE (number of respondents)	(841)	(274)	(100)	(1261)



I ENCOURAGE MORE PARENT INVOLVEMENT IN THIS SCHOOL

	Teacher	Department Head	Assist. Department Head	All Teaching Staff
	%	%	%	%
Strongly Agree	10	13	7	10
Agree	38	38	42	38
Disagree	28	30	31	28
Strongly Disagree	8	10	10	8
No Opinion/No Answer	17	9	10	15
BASE (number of respondents)	(841)	(274)	(100)	(1261)



COMMENTS ON OTHER DUTIES

Two-thirds (66%) of all teaching staff agreed with the statement "The amount of clerical work I am expected to do interferes with my function as a teacher". Not only clerical work, but work-load in general were commented on as areas of major concern by 8% of teachers.

- Prior to 71-72, I taught 5 classes daily and had the necessary time to do a really good job. Now I have 6 classes daily. That sixth is a real drag as far as time, energy, inspiration, and performance go.

- I have too many assignments to mark and spend between 60-70 hours each week on school work. No one can be effective in a classroom if he is perpetually exhausted.

- Too much of my time is required in marking, etc. Not enough time to plan ahead.

- The amount of clerical work performed by teachers which could be handled by non-teaching personnel.

- There is a distinct lack of time to be truly creative or innovative.

- Tension and pressure under which the staff must operate at all times.

If given the opportunity to make change, one teacher out of twenty (5%) made suggestions in favour of assistance to lighten the load of clerical work.

- Hire paraprofessionals to relieve some of the non-teaching load.

- Add "floating" secretaries to be assigned to all departments on a timetable basis.

- Give teachers less clerical work and more time to help student.

- I would reduce administrative and clerical duties that teachers perform - allowing for more time in teacher preparation.

- Bring in extra office help for exam time.
- Assign non-teaching duties to non-teaching staff.
- Do away with our slavery to the computer.
- Save time, money and frustration by ending the use of the board computer.
- Reduce the amount of 'paper work' - surveys, computerized reports, etc.

Only 15% of teachers agreed that their extra-curricular load of responsibility was too heavy, and this area was not commented on as a major concern.

APPENDIX

THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

28 January 1972

To: Members of Academic Teaching Staff in Senior High Schools (including Heads, Assistant Heads and Librarians)

From: Superintendent of Student Services

Re: Attached Questionnaire - Survey of Staff

At its meeting on Monday, 27 September 1971, the Board authorized surveys of students, teachers and parents in the community, to determine how they perceived their schools.

The attached questionnaire was developed by the Ad Hoc Committee Respecting Student Matters, a Committee made up of three Trustees, representatives of the students in North York Senior High Schools, a Principal, the President of O.S.S.T.F. District, and the Superintendent of Student Services. The Department of Educational Research Services worked with the Committee in developing the survey.

This questionnaire is the second in a series of surveys for students, teachers and parents in the community, to obtain broadly-based views concerning our school system. The student survey, recently completed, provided students with an opportunity to comment on their education and various aspects of school life. The attached survey has been designed to provide similar opportunities for teachers to comment on the school as they see it. The cooperation of all members of the teaching staff in completing the survey is required to enable the Committee to present a report to the Board that incorporates the views of the teachers as well as the students and the parents in the community. A similar survey of parents will be made in the near future.

You will have received a memo from the District President of O.S.S.T.F. concerning this survey.

When you have completed the attached survey, please hand it to your Branch President of O.S.S.T.F. He will forward all copies to EDUCATIONAL RESEARCH SERVICES, OAKBURN ANNEX, for compilation of the information in the survey.

NOTE: THIS QUESTIONNAIRE IS TO BE ANONYMOUS. PLEASE DO NOT WRITE EITHER YOUR NAME OR THE NAME OF YOUR SCHOOL ON THE QUESTIONNAIRE.

J. E. Griffiths

JEG:bc
attach: Staff Questionnaire

PLEASE READ THE FOLLOWING QUESTIONS AND PLACE CHECK MARKS IN THE APPROPRIATE BOXES TO INDICATE YOUR SEX, POSITION AND NUMBER OF YEARS TEACHING

1. Sex: Male ☐ 011 Female ☐ 012

2. Position:
   - Teacher - (including Guidance Counsellors and Librarians) .... ☐ 021
   - Department Head ..... ☐ 022
   - Assistant Department Head ..... ☐ 023

3. Number of Years Teaching:
   - Less than 1 ..... ☐ 031
   - 1 to 5 inclusive ..... ☐ 032
   - 6 to 10 inclusive ..... ☐ 033
   - Over 11 ..... ☐ 034

4. Number of Years Teaching in This School:
   - Less than 1 ..... ☐ 041
   - 1 to 5 inclusive ..... ☐ 042
   - 6 to 10 inclusive ..... ☐ 043
   - Over 11 ..... ☐ 044

5. Number of Years Teaching in North York Schools:
   - Less than 1 ..... ☐ 051
   - 1 to 5 inclusive ..... ☐ 052
   - 6 to 10 inclusive ..... ☐ 053
   - Over 11 ..... ☐ 054

FOR EACH OF THE FOLLOWING STATEMENTS PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH, BY CHECKING THE APPROPRIATE BOXES

	Strongly Agree 1	Agree 2	Dis-Agree 3	Strongly Disagree 4	No Opinion 5	
6. The amount of clerical work I am expected to do interferes with my function as a teacher.....	☐	☐	☐	☐	☐	06
7. Teaching gives me a great deal of personal satisfaction	☐	☐	☐	☐	☐	07
8. I feel free to discuss any school matters with my principal	☐	☐	☐	☐	☐	08

		Strongly Agree 1	Agree 2	Dis-Agree 3	Strongly Disagree 4	No Opinion 5	
9.	My extra-curricular load of responsibility is too heavy	☐	☐	☐	☐	☐	09
10.	If I could earn as much in another occupation I would stop teaching	☐	☐	☐	☐	☐	10
11.	I enjoy working with student organizations, clubs and societies as much as teaching	☐	☐	☐	☐	☐	11
12.	The teachers in our school work well together.....	☐	☐	☐	☐	☐	12
13.	I encourage more parent involvement in this school..	☐	☐	☐	☐	☐	13
14.	My direct superior provides me with sufficient direction and support	☐	☐	☐	☐	☐	14
15.	I feel free to introduce innovations and changes in my program	☐	☐	☐	☐	☐	15
16.	I question the need for so many administrators in this school system	☐	☐	☐	☐	☐	16
17.	Students should have more voice in determining curricula..... ..	☐	☐	☐	☐	☐	17
18.	Most students are qualified to work more independently than is now permitted	☐	☐	☐	☐	☐	18
19.	Students expect to be "spoonfed" by teachers	☐	☐	☐	☐	☐	19
20.	Students who hold unusual or unpopular views should be permitted to voice them	☐	☐	☐	☐	☐	20
21.	My students are difficult to understand these days..	☐	☐	☐	☐	☐	21
22.	I am prepared to acknowledge uncertainty in my subject even in the presence of my students	☐	☐	☐	☐	☐	22
23.	There is too much emphasis on marks in this school.	☐	☐	☐	☐	☐	23
24.	Students who make little or no effort to meet academic standards in a course should be forced to drop that subject	☐	☐	☐	☐	☐	24
25.	It is of little consequence to me whether or not my students like me	☐	☐	☐	☐	☐	25
26.	As a teacher I feel free to socialize with students outside of school	☐	☐	☐	☐	☐	26
27.	Teachers' viewpoints should be obtained before decisions which affect them are made by administrators.....	☐	☐	☐	☐	☐	27

		Strongly Agree 1	Agree 2	Dis-Agree 3	Strongly Disagree 4	No Opinion 5	
28.	This school is too permissive	☐	☐	☐	☐	☐	28
29.	Library facilities and resources in this school are adequate for my programs	☐	☐	☐	☐	☐	29
30.	I would appreciate more direction regarding course planning and curriculum	☐	☐	☐	☐	☐	30
31.	Students should have a greater voice in determining school rules and regulations which effect them ...	☐	☐	☐	☐	☐	31
32.	Formal examinations are necessary to maintain standards	☐	☐	☐	☐	☐	32
33.	I question whether most of my colleagues really try to understand students	☐	☐	☐	☐	☐	33
34.	This school is providing students with a good education	☐	☐	☐	☐	☐	34
35.	I like teaching in this school	☐	☐	☐	☐	☐	35
36.	Students in this school are hampered by many pointless rules and regulations	☐	☐	☐	☐	☐	36
37.	This school gives all students an equal chance to obtain the best education	☐	☐	☐	☐	☐	37
38.	I am willing to voice my personal opinions about controversial topics to students	☐	☐	☐	☐	☐	38
39.	Time allotted for non-classroom activities in this school is infringing on real learning	☐	☐	☐	☐	☐	39
40.	Schools are drifting away from the high standards they once held	☐	☐	☐	☐	☐	40
41.	Teachers should make more of an effort to relate to their students	☐	☐	☐	☐	☐	41

42. I am happy teaching in this school because: _____

_____

_____

_____

_____

_____

43. In order of priority, the following are my three major concerns regarding this school:

1. _____

_____

2. _____

_____

3. _____

44. If I were given the opportunity to make change in my school I would:

_____

_____

_____

_____

_____

IF YOU HAVE ADDITIONAL COMMENTS
PLEASE NOTE THEM BELOW

.....

.....

.....

.....

.....

Thank you for your cooperation.